THE UNIVERSITY OF ALBERTA

PERCEPTIONS OF PARENTS, TEACHERS AND ADMINISTRATORS TO PARENTAL INVOLVEMENT IN EARLY CHILDHOOD PROGRAMS

by

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Perceptions of Parents, Teachers and Administrators to Parental Involvement in Early Childhood Programs submitted by Helen Anne Stretch in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

The purpose of this study was to find the differences which may exist among parents, teachers and administrators in regard to the actual and preferred involvement of parents in early childhood programs.

The respondents selected for this study were parents, teachers and administrators of the Edmonton Public System. Each group was requested to respond to the actual and preferred involvement of parents in kindergarten programs.

The findings of the study indicated that there were differences in the actual and preferred involvement of parents for each of the three groups.

For actual involvement, parents, teachers and administrators perceived parents to be most involved at a passive level, one in which parents acted as recipients and supporters of school programs. The teachers and administrators also perceived more actual involvement of parents taking place in kindergarten programs than parents themselves perceived.

For preferred involvement, parents, teachers and administrators agreed that they wanted more active parental participation. Parents and teachers indicated a preference for the most parental involvement at the decision making level while administrators indicated a preference for the most involvement at the non-instructional volunteer level.

As in actual involvement, teachers and administrators indicated a preference for more parental participation than the parents themselves preferred.

The findings of the study suggest a need for the recognition and identification of the perceptions held by each of the groups. A realization of these differing expectations as indicated could benefit parents and school administrators, teachers and professional organizations in determining the possible scope of involvement of parents in kindergarten programs.

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Chapter I

PURPOSE OF THE STUDY

Introduction

Parental involvement has gained much emphasis in the last few years, especially in early childhood programs. Today we see more evidence of a trend which is focusing on a parent-centered approach with one of the major objectives of this approach being greater competence for both the home and the school in facilitating the growth and development of the child.

To this end many programs have sprung into being and many parents have become involved as participants of such programs. To compensate for the considerable variation of the possible roles which parents in early childhood programs could assume many attempts are being made to classify and categorize the task assigned roles. Parental roles ranging from passive involvement to highly active involvement are being researched and initiated. Many programs are insisting that parents become involved and some programs are demanding parental involvement at certain levels, two examples of the latter being Headstart programs in the United States and Early Childhood Services in Alberta. The Early Childhood Services, a branch of the Department of Education will not financially support or

endorse programs which do not have commitment of parents. They state:

> The involvement and cooperation of parents and community agencies in the decision-making process which affect vital areas of their own and their children's lives is strongly endorsed (Government of Alberta, 1973, p. 18).

Involvement, then, has become very controversial in relation to early childhood programs and although much of the research supports the value of parental participation, little research has been done in regard to the real needs and expectations of the parents as perceived by the parents themselves, by teachers and by administrators.

The Problem

Statement of the Problem

The purpose of this study was to find the differences which may exist among parents, teachers and administrators in regard to the actual and preferred ways of involving parents in early childhood (kindergarten) programs.

Statement of the Subproblems

In the course of the study the following more specific problems were investigated.

Question 1. Is there a difference in the actual and preferred parent involvement in kindergarten school programs as perceived by each group—parents,

teachers and administrators at each of the following levels?

[1] Parents as recipients and supporters

[2] Parents as learners and educators

[3] Parents as non-instructional volunteers

[4] Parents as instructional volunteers

[5] Parents as decision makers.

Question 2(i). Is there a difference in the perceptions of parents, teachers and administrators to the actual and preferred involvement of parents in kindergarten programs at level [1]—parents as recipients and supporters?

Question 2(ii). Is there a difference in the perceptions of parents, teachers and administrators to the actual and preferred involvement of parents in kindergarten programs at level [2]—parents as learners and educators of their own children.

Question 2(iii). Is there a difference in the perceptions of parents, teachers and administrators to the actual and preferred involvement of parents in kindergarten programs at level [3]—parents as non-instructional volunteers?

Question 2(iv). Is there a difference in the perceptions of parents, teachers and administrators

to the actual and preferred involvement of parents in kindergarten programs at level [4]—parents as instructional volunteers?

Question 2(v). Is there a difference in the perceptions of parents, teachers and administrators to the actual and preferred involvement of parents in kindergarten programs at level [5]—parents as decision makers?

Importance of the Study

Because parental involvement is being referred to as a comprehensive strategy for early childhood education much emphasis and responsibility is being placed directly on parents. If the aim of this strategy is to develop a good working relationship between the home and the school then the goals, objectives, needs and expectations of parents, teachers and administrators will have to be better known. Datta (1973) states:

> Not infrequently there are unexpressed but quite different expectations about which role is meant by parent involvement in Early Childhood Education, depending on whether a parent, community organizer, teacher, administrator or educational planner is using the term (p. 11).

In developing programs in Early Childhood Education, differing expectations for parental involvement must be made explicit. This study has made an attempt to identify these expectations as perceived by parents,

teachers and administrators and as such should benefit parents and school administrators, teachers and professional organizations in determining the possible scope of involvement of parents in kindergarten programs.

Definition of Terms

Administrators: Members of a school staff who are primarily concerned with the administration of the school (includes principals and assistant principals).

Early Childhood Education: Refers to the opportunities and experiences provided naturally for children, to the age of 8, both in the home and school. In this study early childhood education refers specifically to kindergarten programs.

Teachers: Members of a school staff who are engaged in teaching kindergarten classes (includes full and part-time teachers).

Decisions: The decisions referred to in this study are those decisions pertaining to the suggested tasks, indicating the ways in which parents can become involved in kindergarten programs and which are listed in Tables 2 to 6, inclusively.

Parents: Members of the school community who have children attending kindergarten classes.

Parent Involvement (Participation): Refers to the broad range of parental interest, support and assistance of

kindergarten programs. The involvement may vary from parents being passive participants of kindergarten programs to parents becoming actively involved and may include the following levels:

[1] Parents as Recipients and Supporters:

In this category of parental involvement the focus is mainly on parents participating in a passive way. The nature of this participation means that little interaction between the home and the school takes place. Any communication which is forthcoming is primarily one way—school to home—with parents acting as receivers or recipients of information and passive supporters of the school program.

[2] Parents as Learners and Educators:

At this level the emphasis is on making parents aware of their role as educators and learners. In addition to supporting the school by teaching the child at home, the parent also becomes interested in learning about the child, the school and the program.

[3] Parents as Non-Instructional Volunteers:

At this level the parent assumes responsibility of a varying nature which does not include working directly with the teacher and the kindergarten children. Rather, the parent becomes involved in

non-instructional, more clerical kinds of tasks. Any supportive, non-instructional kinds of involvement carried out primarily in the school would be categorized under this heading.

[4] Parents as Instructional Volunteers:

At level four the parent, under the direction of the teachers, assumes responsibility in actual classroom activities. Involvement at this level could vary from assisting the teacher to actual instruction of the children. A major factor in the effectiveness of parents acting as instructors would be the required planning necessary between teachers and parents.

[5] Parents as Decision Makers:

Parental interest at level five would include involvement at the highest level. Parents involved at this level could assume a partnership role with the school and would make decisions regarding the development, implementation and evaluation of early childhood programs.

Limitations of the Study

This study has the following limitations:

1. The people studied in this research are identified with one urban school system. Generalizations of other communities must be made with care.

2. Although this survey attempted to determine individual needs and expectations the group survey approach was used.

3. The questionnaire used in this study may not have covered all possible suggested ways of involving parents in kindergarten programs and may have forced the respondents to choose items which did not perfectly correpond to their perception.

Overview of the Thesis

This chapter has introduced the research problem, presented the definition of important terms and significance of the study and has stated the limitations inherent in the survey.

Chapter II reviews the literature related to parental involvement and is organized into four parts, influences underlying parental involvement, value of parental involvement, types of parental involvement and perceptual views.

Chapter III discusses the methodology of the study and includes instrumentation, data collection and treatment, statistical procedure and computer analysis.

Chapter IV is concerned with the analyzing of the data.

Chapter V contains a summary of the data, a statement of the conclusions drawn, a discussion of implications

and suggestions for further study.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter reviews the literature relevant to the study by concentrating on four major areas: (1) influences underlying parental involvement, (2) value of parental involvement, (3) types of parental involvement and (4) perceptual views.

Influences Underlying Parental Involvement and the Development of Early Childhood Programs

The task of educating children successfully is without a doubt the greatest concern of educators today. For years the major responsibility of formally educating the child was delegated to the school. Today however, the emphasis in the education of children is shifting from a school centered approach to one which includes parents. Kelly (1973) adds that:

> Whereas in the past parents have not been regarded as useful contributors to the educational process, more extensive parental involvement in the schools is now increasingly viewed as essential by many educators (p. 357).

This change of attitude which centers around involving parents is the result of many underlying influences.

The concern within the past decade regarding the influence of the environment on the development of the

child has been recognized by educators, psychologists and sociologists and has been documented by an overwhelming amount of research. Perhaps the most cited study is the one carried out by Bloom (1964) which emphasizes the importance of the child's early years. He writes:

> The effect of the environment, especially of the extreme environment appears to be greater in the early (and more rapid) periods of intelligence development (p. 88).

Bloom's synthesis had direct implications regarding the role of the parent and as such placed a great amount of emphasis on the importance of child rearing practices.

The importance of the right kinds of environment and the part the family plays in the development of the child is also significant in relation to economically deprived or "psychosocially" deprived children. Numerous studies have indicated that severely disadvantaged pre-schoolers are more likely to exhibit deficits in general intelligence and language development. Hess (1964) reported that lower socio-economic mothers fail to interpret the meaning of a child's experience effectively to the child. As a result the lack of gaining meaning from experiences inhibits the child from fully and effectively developing cognitive skills. Bernstein (1961) researched language codes and indicated the importance of the influence of the parents on the development of a child's language skills. The process of mother-child interaction seemed to be an important variable in the development of

the child. This interaction variable, referred to by Dave (1963) and Wolf (1964) as the "environmental process variable" has been accepted by many authorities as extremely significant in the growth of the child. The investigations appear to suggest that the way in which a child learns to think, to use language and to relate to others is significantly affected by the way in which the parent interacts with him.

In Equality of Educational Opportunity, Coleman (1966) attempted to measure the kinds of forces over which children had little control and which would in some way influence the child's future life. He concluded that a child's own feeling of control about his ability is one of the strongest factors relating to his achievement. Achievement for many children appears to be influenced by the opinion they hold about their surroundings and how they view themselves in relation to the environment. The feeling of powerlessness over the environment is only one of the variables that has been identified as being related to development. Other variables—aspiration, commitment, motivation and attitude have been acknowledged as also being significant in the development of the child (Douglas, 1964). Kelly (1973) emphasizes that:

> the most basic education of children takes place not at school but at home. Their basic life values, their perceptions of self and others are formed primarily in the home (p. 360).

With such emphasis being devoted to the child's

home environment, in an effort to discover what factors account for variability in educational aspiration, greater interest in home and school relations is resulting (Sharrock, 1971). Such interest is now including educational programs accompanied by active cooperation of parents. One program which expects parent participation is Project Head Start. This project was created by the Economic Opportunity Act of the United States in 1964. In concept it represents the utilization of many kinds of resources and involves both the family and the community. Central to the main objective of the program is the importance of the family in the growth and development of the child. For this reason, involving the parent directly in the education of the child is both a necessary and an essential requirement.

Similarly in Britain concerns regarding equal opportunity for all children are being voiced. The Newsom report (1963), concerned with the importance of the home warned that schools alone could not be expected to bear the major responsibility of educating a child. The home, as a part of the community environment, must share in this responsibility. The Plowden report (1967) introduced the concept of educational priority in an effort to assist disadvantaged and handicapped children. The emphasis was on equal opportunity for all children in order to develop the skills and abilities necessary for

effective living. As well the report stressed the importance of involving parents in the educational process and viewed it as essential to educational achievement. The report suggested:

> The variation in parental attitudes can account for more variation in children's school achievement than either the variation in the home circumstances or the variation in the state of the school (v.2, p. 181).

The Alberta Department of Health and Social Development initiated a program several years ago which they referred to as Parent-Child Development of Alberta. Their key concept was prevention which they described in their publication Preventive Social Services (1969) as:

> in its simplest form is described as doing what more is necessary in the community to assist individuals and families to reach their highest social potential (p. 1).

The Preventive Social Services utilized the preschool program concept to enhance the child's potential for learning. The emphasis was on "exposing parents and children to the type of social experience which will broaden their experience and increase their potential to learn" (Government of Alberta, 1969, p. 1). The main focus of the program was on the family rather than just the child and the main task was to provide preventive measures before problems occurred. The Preventive Social Services did not restrict its services to preschool children and their families. Their entire program revolved around children of all ages.

The Preventive Social Services has been viewed by some, as instrumental in providing impetus in the development of Early Childhood Services of Alberta. The Early Childhood Services Branch was established for the purpose of providing services to young children and their families "to help strengthen the sense of dignity and self worth within the child and the child's family" (Government of Alberta, 1973, p. 3). The Early Childhood Services, too, demanded some form of parental commitment in the implementation of early childhood programs throughout the province. In the publication, Operational Plans for Early Childhood Services, a major policy statement is made in favor of parental involvement and parent education which reads that effective programs "must have a strong commitment on the part of the children and the local community involved" (Government of Alberta, 1973, p. 20). The basis of the policy statement is not documented and one can only assume that the Department of Education saw evidence of such a requirement.

All of the above programs were initiated in an effort to meet the needs of the entire community. Major educational activities were directed at both the parents and the child. The objectives of these programs were two-fold. The main objective stressed the importance of fostering and developing positive self feelings of both the children and their families. The second objective

was concerned with the integration of the child, his family and the society in which they existed (Weber, 1970).

The above literature suggests that parents have great influence upon the growth and development of their children particularly in the areas of social, emotional and intellectual development. Moreover research studies carried out by psychologists, sociologists and educators indicate that programs which teach parents skills in working with their children can become effective supplements for preschool programs.

Value of Parental Involvement

For some time participation of parents has been a highly valued component of early childhood programs. Indeed, some programs such as Project Head Start and some agencies such as Early Childhood Services (Alberta) have insisted on parental participation as a necessary and integral part of the education process. The rationale behind this emphasis, according to Bauch, Vietze and Morris (1973), has both empirical and theoretical support. Empirically, early education intervention programs involving parents have been shown to have an impact on such variables as parent interest, encouragement and attitudes to education and achievement. Similar research has indicated that when parents become involved in the

process of education, their children are likely to achieve better.

One research project at George Peabody College involving Negro families is outlined by Gordon (1970). This project focused on the cognitive aspects of development and tried "to intervene in such a way as to influence both cognitive development and motivation which might affect later school performance" (Gordon, 1970, p. 33). The program consisted of two phases, a summer group program for children and a winter home visitation program. During the summer the teacher attempted to establish a good rapport with parents by explaining activities to them and by emphasizing the importance of home follow-up of school activities. During the winter the emphasis was on helping the mother to see herself as a teacher of her own child and to involve her as an active partner. Gordon (1970) describes the work which was carried on with the mothers:

> (1) supplying Ebony, (2) making them aware of other activities and opportunities, such as adult education, employment and housing, (3) using positive reinforcement for any behavior of the parent showing concern for the welfare of the child, (5) using role playing to help the parent use books with children, (6) assisting in food preparation, and (7) suggesting trips, such as to the library (Gordon, 1970, p. 34).

The essential feature of the program, to assist the mother in supplementing the child's educational program, resulted in gains for the children. The two main intelligence tests which were used to measure these gains were the Stanford-

Binet and the Illinois Test of Psychoanalytic Ability. The results indicated that children exposed to a compensatory education program made greater gains over a period of time than did children in control groups.

In other similar programs Karnes (1968) and Schaefer (1970) supported each other in defending home intervention programs and claimed that such programs had a positive impact on the development of the child, particularly in deprived areas and especially so if continued beyond one year. Schaefer (1970) concluded that continuing programs also taught parents skills in educating their own children and could, therefore, be effective supplements for early childhood programs. Gordon (1973) outlined some of the gains of the Parent Education Program of the University of Florida. Activities to help the child develop and grow were provided with the assistance of each mother in such a way that:

1) her self esteem would grow;
2) her belief that she might be a victim of chance and fate would change to a belief that she could affect what happened to her child;
3) she would value the kinds of materials that might enable her child to reach the aspirations she was setting for him; and
4) she would be exposed to language and language materials that might enable her to provide the child with an increased verbal facility (Spodek, 1973, p. 277).

The results of these parent-centered intervention programs indicate that working with and through parents can be an effective method for producing gains in intellectual

functioning (Schaefer, 1972).

The importance of successful programs and parental involvement is further documented by Vukelich (1974) who claims that in many of the earlier studies, changes in child behavior expectancies were due more to the presence of stimulating material than to the presence of involved parents. In her study 34 children enrolled in a Head Start program in Illinois were used to determine if the interaction patterns between the mother and child could help the children to label, relate and categorize objects and experiences in the environment, thus producing linguistic gains for the children. Of the three groups of children one group received additional instruction from the mothers (the mothers selected and created materials for subsequent home use), one group received similar supplemented instruction from college students and one group received no added instruction beyond the regular classroom routine. Vukelich found that the children of the mothers involved in supplementing instruction made significant gains on the Visual Association subtest of the Illinois Psychoanalytic Ability Test. She concluded that mothers may indeed enhance their children's linguistic functioning.

Willmon (1969) investigated the effects of parent involvement in a Head Start program on the achievement of students as measured by the Metropolitan Readiness Test.

The subjects involved were 485 Negro children and 56 white children of similar mental ability and socio-economic background. The children were divided into three groups according to the amount of parent involvement—active involvement, highly active involvement, no involvement. The highly active involvement was characterized by activities such as directing, participating and supervising classroom experiences and meeting with teachers for conferences. The active involvement was characterized by activities such as supervision of field trips, demonstrations and special learning activities or directing class projects. The no involvement group evinced no parental participation with children or teachers in the program. Willmon found that the mean readiness of the active and highly active parent group was higher than that of the no parental participation group. Her findings indicated that for this population the influence of a highly active parental involvement appeared to be an intervening variable which influenced academic readiness.

One Canadian elementary program which actively involves parents is outlined by Hedges (1973). In this Ontario volunteer parent program Hedges compared the performance of the children served by volunteer parents to two control groups, one in the same school, and one in another school. Since the evaluation was concerned with differences in pupils over a period of time, a pre-test

and post-test design was used. The Peabody Picture Vocabulary Test (Form A) was used to assess mental age; the Peabody Individual Achievement Test (Form A) was used for assessment of achievement in mathematics, reading and spelling and the California Test of Personality was selected to assess emotional growth.

A comparison of the gains of volunteer's children with those of other pupils in the same experimental class showed positive but slight gains in favor of the elementary children of volunteer parents. While Hedges was tempted to attribute this advantage directly to the presence of parents in the classroom, he suggested that other factors had, no doubt, some influence on the differences which were evident in the gains made by the children. It seems evident that from the above studies that young children can be affected by changes in their parent's behavior and attitude. However, there is no conclusive evidence to document precisely how these effects come about.

Reasons Underlying Effects of Parent Involvement

According to the United States Department of Health, Education and Welfare (1972) the main objective of parental involvement regardless of the type which exists should be the furthering of the educational achievement of children. This is possible because of the fact that parents have no indepth knowledge of the child's strengths and weaknesses. The exchange of such knowledge with

educators can assist in planning programs relevant to a child's needs. Although this dimension of parent involvement is considered to be of most importance there are other subsidiary assets. Willmon (1969) indicated that educational achievement was closely related to the motivation of the child and was influenced by the expectancies within the home. The reason for this elevated achievement was likely due to a greater understanding of the goals and objectives of the home and the school.

Lopate, Flaxman, Bynum and Gordon (1970) have pointed out the participation of parents in school programs may make the parent more perceptible to the school personnel and to his family and may convey the feeling that the educational values are upheld by the family. For this reason many educators feel that without the involvement of parents the basic life values and their behavioral expressions can only be slightly modified because what is taught in schools becomes meaningful only if parents are interested and involved in their children's school learning (Kelly, 1973).

Another supplementary asset as outlined by the United States Department of Health, Education and Welfare is concerned with the problem of motivation:

> As children see their own parents more involved in school affairs, they will be encouraged to take a more active interest in school (no page).

Studies such as the one by Hedges (1973), indicate

that involving parents in the education of the child may help them to realize certain teaching skills which could contribute to greater and more effective instruction given at home.

The implications of such concerns has resulted in an accumulated amount of evidence stressing the need for home and school relationships. Yardley (1970) reports that parents and teachers should cooperate so that the world of home and the world of school become one and the same. Whitehead (1970) refers to these two worlds as the seamless coat of learning and reminds us that the home and school should not be divided. Similarly Sayler (1971) declares "Parents also are teachers. They, more than anyone else, determine the success of their child in school" (p. 8).

Types of Parental Involvement

The tremendous emphasis which is being placed on the role of the parent in the education process is resulting in changes which are being initiated in an effort to strengthen the relationships which exist between the home and the school. As a result many parents are assuming various roles ranging from active and highly active participation to passive participation.

Bauch, Vietze and Morris (1973) make reference to three forms of parental participation which they see as

being identifiable in most early childhood programs.

1. Parental participation aimed at assisting the parents in their role as educational facilitator for their child. This form of parental participation should contribute to the skills, knowledge and attitudes of parents so that their effectiveness as parents and teachers of their children could be increased.
2. Parental participation with mutual benefit to parents and to the early childhood program. In this dual role parents would serve as resources to the program by acting as aides and substitutes.
3. Parent participation in support of the early childhood program. In this situation parents would supplement the program budget through such activities as furniture building, outdoor supervision and bake sales (p. 52-53).

More specifically concerned with categorizing the activities through which parents could be involved in school programs Wood (1974) developed a paradigm in which he classified parental participation into levels ranging from a relatively passive involvement to a more active type.

Levels	Parental Role	Associated Activity
1	Observational	School open days; concerts, etc..
2	Instructional	Educational meetings, visiting speakers; self-programming; parent groups.
3	Practical	Parental help in school during school hours.
4	Formal	Structured parental participation in the curriculum.

Wood's model referred only to direct educational activities and was arranged in a hierarchical order. It would seem that schools participating in such a program would work through the levels upward (Wood, 1974, p. 44).

Datta (1973) makes reference to the work of Yin, Lucas, Szanton and Spendler (1971) who, in addition to involving parents at the observing, learning and instructing level, place a great emphasis on another level, one which includes parents as advisors and decision-makers. These three levels of decision making are:

Role	Function for Parents
1. Advisory	Serving on committees and attending open meetings to express opinions. Responsibilities may also include informing the public about plans and programs.
2. Committees of Limited Authority	Parents are granted one or two significant but limited responsibilities.
3. Governing Boards	Parents at this high level of decision making are responsible with duties such as the hiring of management for programs; budgeting and policy setting. (Datta, 1973, p. 10-11)

The rationale for parental involvement in decision making is based on the belief that parents will not be entirely committed to decisions in which they had little input (Hess, 1971).

Three successful programs which have actively involved parents as participants are outlined by Gordon (1969); Calvert (1971); Schmerber (1974). The model of parental participation as outlined by Gordon (1969) was an attempt to elucidate the ways in which parents of Head Start children were encouraged to participate in existing early childhood programs. The roles, categorized into levels have been summarized as:

Level 1 At this level parents were viewed as audience-bystanders. Hess (1971) referred to this type of participation as classical welfare and Gordon (1969) claimed:

> parents should be an audience getting a message and listening to the word or they should be observers of what it is we are doing in school (p. 78).

Level 2 At this level parents were encouraged to become involved as direct teachers of their own children. Emphasis was placed on bringing the parent to the school or visiting the parents in the home and included such activities as learning about the child and creating materials to aid in the growth and development of the child.

Level 3 Gordon considered parents at this level as being actively involved in classroom activities, both in an instructional and non-instructional capacity. The rationale behind this type of involvement was "to change the parent rather than the school" (p. 79).

Level 4 At this level the parent was no longer a receiver of information but rather a partner in matters which related to the education of the child. As such, participation at this level most frequently took the form of parent advisory groups which involved parents at the decision making level.

While the above parental program as outlined by Gordon (1969) encouraged involvement at all levels, particular emphasis was focused on involvement at levels two, three and four.

Schmerber (1974) described the Schaumburg Early Childhood Center (SEEC) as a public program for three to four year olds with unique individual needs. The program reaches the parents through involvement which is based on and arises out of parent needs. The resulting program, therefore, allows for complete individualization of parental participation. Schmerber attributed the success of his program to the fact that "98 percent of the parents participated at different levels of the SEEC parent

involvement program" (p. 138). Based on a needs assessment concept the SEEC program offers:

1. Parent education and general meetings primarily to increase the parents' knowledge about the understanding of the child.
2. Group consultation and counseling to deal with problems, individually and collectively.
3. Home demonstration to provide opportunities for the parents to observe the staff working with their children in the parent's home.
4. School visitation and direct observation of their child at the SEEC center.
5. Task committee and contact persons to provide general help in the classroom such as transportation and social committees (p. 139-142).

Schmerber (1974) concluded by stating that parent involvement can exist at many levels. The success of the SEEC program, however, is based on the concept that through the cooperation of the parent and the school, a program of involvement is determined which is, of course, based on family needs.

The dimensions of family involvement as outlined by Calvert (1973) suggested that for parents of handicapped children learning was by far the most frequent way for parents to participate. Although the program as outlined by Calvert was similar to other programs in terms of

levels (a) learning, (b) working with children, (c) planning and policy making, three further phases were included which centered around (d) guiding visitors and acting as a liason group, (e) disseminating information and (f) evaluation of the program. Notwithstanding the fact that the program was developed for parents of handicapped children the objectives were similar to other parent programs. The purposes of family participation in this program as outlined by Calvert, were:

a. To help himself

b. To help the program

c. To help the handicapped child (p. 657).

In a very simple and direct way Calvert was able to synthesize the rationale underlying the purpose of parental involvement in other early childhood programs.

In conclusion, the many different attempts which have been made in categorizing parental roles have reflected to a great degree, the environment in which the program was developed. Consequently, as well as a great number of similarities among the programs there are a number of differences. To help facilitate the understanding of the similarities and differences of the various parental activities which have been outlined in this chapter a table (Table 1) has been developed. The parent activities associated with the levels of involvement (as illustrated in Table 1), which extend from passive types

Table 1

Summary of Levels of Involvement

Level	Hess et al (1971)	Gordon (1970)	Calvert (1973)	Schmerber (1974)	Wood (1974)	Stearns, Peterson (Datta, 1973)
1	Parents as supporters service givers - facilitators	Parents - audience, bystanders	Parents - involved in learning	Parent education and general meetings	Observational	Parents - tutors of their own children
2	Parents as learners	Parents as direct and active teachers of their own children	Parents - working with children	Group consultation and counseling	Instructional	Parents as paid employees
3	Parents as teachers of their own children	Parents actively involved as trained workers	Parents - planning and policy making	Coordinated home demonstration	Practical	Parents as advisors and decision makers
4	Parents as volunteer teacher assistants	Parents actively involved as volunteers	Parents - disseminating information	School observation and visitation	Formal	
5	Parents as policy makers and partners	Parents as participants in decision making	Parents assisting in administering program	Task committees [General assistance for school programs]		
			Parents - evaluating the program			

of involvement (facilitating and supporting school programs) to more active kinds of involvement (educating children at home, learning about children, formally assisting the school program and advising and evaluating) have provided the basis for the development of the levels used in this research study.

Perceptual Views

The nature of this study attempted to find out the differences and similarities which existed among parents, teachers and administrators with regard to the actual and preferred ways of parental involvement in early childhood programs. In any study which deals with a comparative analysis of groups one must be concerned with individual reactions to situations or 'perceptual' views. Enns (1966) describes perception as:

> all of us act on the basis of our perceptions of the situation we are in, and that our perceptions are rarely, if ever, in complete correspondence with reality (p. 23).

The above suggests that in this particular study it is likely that there will be differences in the perception of parental involvement depending on which group and/or which person is using the term.

Horowitz, Anderson and Richardson (1969) state:

> In the field of education, as elsewhere, inefficiency, misunderstanding and dissatisfaction can sometimes be traced to the differences in role interpretation and the part of the personnel involved (p. 195).

In order to accelerate the educative process between parents, administration and teachers it is essential that the perceptions of each group be made known. Datta (1973) summarizes some of the ways in which 'perception' might be better understood:

(1) Parents' needs and desires must be better known than at present.
(2) Differing expectations for parental involvement should be made explicit during plannings and ways for resolving possible conflicts built into the programme.
(3) Such programmes should be viewed as part of a more comprehensive strategy for early childhood education (p. 91).

The literature herein reviewed some of the influences which have been responsible for the growing emphasis of parental involvement in early childhood programs. This chapter also documented the value of involving parents in early childhood programs and subsequently the varying roles which parents could assume. Finally reference was made to the problems of perceptual views.

Chapter III

RESEARCH DESIGN

This chapter is intended to describe the instrument designed for use in this study, offer a description of the sample, describe the method of data collection and discuss how the data were analyzed.

Introduction: Levels of Parental Involvement

In order to study the differences or similarities of parents', teachers' and administrators' perceptions toward parental involvement in early childhood programs, a correlational design was employed which attempted to classify parental involvement, actual and preferred into five broad categories:

[1] Parents as recipients and supporters

[2] Parents as learners and educators

[3] Parents as non-instructional volunteers

[4] Parents as instructional volunteers

[5] Parents as decision makers.

These five categories were adopted primarily from the work of Hess (1971) and Gordon (1969).

[1] Parents as recipients and supporters.

In this category of parental involvement the focus is mainly on parents participating in a passive way. The

nature of this participation means that little interaction between the home and the school takes place. Any communication which is forthcoming is primarily one way, school to home, with parents acting as receivers or recipients of information and passive supporters of the school programs.

[2] Parents as educators and learners.

At this level the emphasis is on making parents aware of their role as educators and learners. In addition to supporting the school by teaching the child at home, the parent also becomes interested in learning about the child, the school and the program.

[3] Parents as non-instructional volunteers.

At this level the parent assumes responsibility of a varying nature which does not include working directly with the teacher and the kindergarten children. Rather, the parent becomes involved in non-instructional, more clerical kinds of tasks. Any supportive, non-instructional kind of involvement carried out primarily in the school would be categorized under this heading.

[4] Parents as instructional volunteers.

At level four the parent, under the direction of the teachers, assumes responsibility in actual classroom activities. Involvement at this level could vary from assisting the teacher to actual instruction of the

children. A major factor in the effectiveness of parents acting as instructors would be the required planning necessary between teachers and parents.

[5] Parents as decision makers.

Parental interest at level five would include involvement at the highest level. Parents involved at this level could assume a partnership role with the school and would make decisions regarding the development, implementation and evaluation of early childhood programs.

The Instrument

Questionnaire Design

The questionnaire was designed to determine the similarities or differences which exist among parents, teachers and administrators toward parental involvement, actual and preferred, in kindergarten programs. The function of the interview/questionnaire survey was to determine the following:

Parents: Is there a difference in the way in which you are presently involved and the way in which you would like to be involved in kindergarten programs at the following levels?

[1] Parents as recipients and supporters

[2] Parents as learners and educators

[3] Parents as non-instructional volunteers

[4] Parents as instructional volunteers

[5] Parents as decision makers.

Teachers: Is there a difference in the way in which parents are presently involved in kindergarten programs and the way in which you would like them to be involved at the following levels?

[1] Parents as recipients and supporters

[2] Parents as learners and educators

[3] Parents as non-instructional volunteers

[4] Parents as instructional volunteers

[5] Parents as decision makers.

Administrators: Is there a difference in the way in which parents are presently involved and the way in which you would like them to be involved in kindergarten programs at the following levels?

[1] Parents as recipients and supporters

[2] Parents as learners and educators

[3] Parents as non-instructional volunteers

[4] Parents as instructional volunteers

[5] Parents as decision makers.

Because the questionnaire required responses from each of the three groups it was developed on a theoretical basis and included consultation and recommendation from the parents, teachers and administrators of the Edmonton district. The selected items to which the three groups would later be asked to respond were developed by using the interview method. The interview schedule, based on

informally meeting with some parents, teachers and administrators was attempted in an effort to increase reliability and validity and to ensure that representation was elicited from the three groups from whom responses would later be required.

After interviewing several parents, teachers and administrators the suggested tasks, which appeared to embrace most of the suggested ways of becoming involved in kindergarten programs, were ordered randomly. The random sequencing was achieved by assigning the numbers 1 to 40 to the suggested tasks and placing corresponding numbers 1 to 40 in a box. The numbers were selected randomly from the box, matched to the corresponding task and placed in a sequential order. No attempt was made to indicate to the respondents the five subset categories which would be used in the final analysis of the study.

The forty selected items contained in the resulting questionnaire included different ways of becoming involved in early childhood programs and required the respondents to react to each of the suggested tasks by seeking a response along a continuum of five possible choices—very much, much, somewhat, little, none. The five choices measured the degree of parental involvement for each of the suggested items. The forty selected items were contained in two separate sections (Appendix A) and required responses from the respondents to indicate actual and

preferred parent involvement. The actual involvement focused primarily on the ways in which parents were presently involved in kindergarten programs; the preferred involvement concentrated on the ways in which parents could be involved as perceived by the three groups (parents, teachers and administrators).

The basis of the above questionnaire was a classification system which attempted to categorize suggested modes of parent involvement into the five categories:

[1] Parents as recipients and supporters

[2] Parents as learners and educators

[3] Parents as non-instructional volunteers

[4] Parents as instructional volunteers

[5] Parents as decision makers.

Under each of the five categories, eight suggested ways of involvement were chosen which would be representative of parent involvement of that particular category (Tables 2, 3, 4, 5 and 6).

It was felt that by categorizing parental involvement using the above classification system, the similarities and differences of parents', teachers' and administrators' perceptions would be made more explicit.

In addition to requiring the respondents to react to the actual and preferred involvement the questionnaire was designed to obtain other background information. The

Table 2

Parents as Recipients and Supporters

Item Number Actual	Preferred	Suggested Task
40	80	Reading and responding to home newsletters, bulletins, etc.
35	75	Assisting the school to raise funds by making donations of baking, etc.
15	55	Attending bake sales, concerts, and Award Days.
27	67	Observing the kindergarten classroom in action.
32	72	Looking through the child's work brought home from school.
8	48	Attending open house to view the children's displayed work.
10	50	Responding to reports of pupil progress i.e. report cards.
17	57	Receiving information regarding your child's progress directly from the teacher (telephone call, conference, etc.).

Table 3

Parents as Educators and Learners

Item Number		
Actual	Preferred	Suggested Task
20	60	Teaching your child 'survival skills' at home: tying shoes, buttoning coat, crossing the street, etc.
16	56	Taking your child to places of interest (Museum, shopping center, etc. on weekends and holidays).
13	53	Making use of a Parents' Library which would contain child development books, curriculum guides, school textbooks, etc.
22	62	Attending parent-teacher conferences to cooperatively discuss child's strengths and weaknesses.
25	65	Preparing special materials to meet your child's needs by attending workshops in the school, i.e. word games to develop reading readiness, etc.
12	52	Having special meetings at the school and/or having professional persons visit parents in their homes to better understand the growth and development of the child.
18	58	Talking, listening and reading to the child at home.
1	41	Receiving informal home visits from the teacher initiated cooperatively by the parent and teacher and not necessarily to discuss the child's progress.

Table 4

Parents as Non-instructional Volunteers

Item Number		
Actual	Preferred	Suggested Task
14	64	Typing and duplicating material for the teacher.
28	68	Acting as a library aide.
23	63	Filing and maintaining resource materials for the teacher.
19	59	Serving on a phoning committee—arranging interviews, field trips, etc.
11	51	Making puppets, materials and equipment for use in the kindergarten class.
34	74	Salvaging stories and pictures from old textbooks, making word charts, posters and displays (at home or at school).
3	43	Serving on a 'scrounging committee'—finding odds and ends, i.e. telephones, store displays, etc.
7	47	Setting up interest centers in the classroom developed by the teacher—reading box, art box, housekeeping, etc.

Table 5

Parents as Instructional Volunteers

Item Number		
Actual	Preferred	Suggested Task
33	73	Tutoring individual students with instruction from the teacher.
37	77	Demonstrating and/or teaching a special interest subject to a group of children in the classroom i.e. pet care, art, etc.
36	76	Assisting the teacher with supervision on field trips.
39	79	Inviting the class (or small group) to your home for a special demonstration i.e. bread baking, dog grooming, etc.
6	46	Participating in small group discussions with the children in the classroom.
31	71	Talking about your occupation to the children either in the classroom or your place of employment (dads, moms, grandparents).
4	44	Serving on an ethnic committee to assist the school in promoting the culture of all nationalities i.e. Chinese New Year, international food tasting day, etc.
30	70	Telling stories to groups of children.

Table 6

Parents as Decision Makers

Item Number		
Actual	Preferred	Suggested Task
21	61	Serving on a Parent-Advisory Committee, working in close liason with the teacher in developing, implementing and evaluating programs.
9	49	Serving on a committee to decide the length of the children's yearly program.
2	42	Serving on a committee to set up a kindergarten in your area.
5	45	Assisting in the hiring of a kindergarten teacher by serving on an interviewing committee.
29	69	Being involved in committees to bring about changes, to increase funding etc. which could benefit kindergartens throughout Alberta. 'Politicing'.
38	78	Serving on a committee to decide the kind of teacher and aide preferred by the community (listing qualifications but not hiring).
24	64	Serving on a committee to revise operating kindergarten programs.
26	66	Assisting the school in making decisions regarding the purchasing of materials and equipment (print and non-print).

purpose of the added variables was to attempt to measure the relationship, if any, between the personal background of the respondents and their responses to the actual and preferred parent involvement in early childhood programs (Appendix A).

Description of the Sample

The respondents selected for this study were parents, teachers and administrators from the Edmonton Public System. The administrative group consisted of both principal and assistant principal of schools in which two administrators were present. No attempt was made in the final analysis of this study to separate these two administrative positions. The initial request for permission to carry out the research was sent to the Edmonton Public School Board. The researcher requested forty elementary schools with kindergarten programs for the sampling. However, the research department of the Edmonton Public School Board felt twenty-six elementary schools randomly selected would provide sufficient data for the research project. Subsequently, the research department mailed a list of twenty-six elementary schools to be contacted.

Collection of Data

An initial telephone survey was conducted during the beginning stages of the research design. Principals

of the selected schools were asked if they were willing to participate in the research project. It was found that out of the twenty-six schools assigned, twenty-three were willing to participate. Of the three non-participating schools, one was adamantly opposed on the basis of principal illness; one declined because of the illness of the kindergarten teacher and the third had participated in an earlier study related to parent involvement carried out by the researcher. On completion of the telephone survey arrangements were made to have the researcher deliver, personally, the questionnaire to the school. At the time of delivery a kindergarten class list was obtained from the school office and five parents were selected randomly from the list. The names of the parents were written on the accompanying envelope which was then sent home with the kindergarten children. As well the principal and assistant principal (where applicable) and kindergarten teacher(s) were asked to respond to the questionnaire. The distribution of the questionnaires is presented in Table 7.

In the process of selecting parent respondents the researcher spoke informally with administrators and teachers of most of the participating schools. Later the five parents of each of the schools were telephoned to (a) inform them of the coming questionnaire and (b) ask for their participation. All parental responses were

Table 7

Distribution of the Questionnaire

Number of Schools	Administrators: Principals	Administrators: Assistant Principals	Teachers	Parents	Total	Percent
23	23	13	24	115	175	100%

favorable. However out of the 115 calls, eighteen parents could not be reached. Approximately one week later the researcher returned to the school to collect the questionnaires. The returns are presented in Table 8.

Treatment of Data

The responses to the items on the questionnaire relating to the suggested ways of parent involvement were placed on keypunching forms. Information relating to the background history of each respondent was also entered. The responses to each of the suggested tasks were weighted 5.0 to 1.0 (the higher the weight reflected a greater degree of participation, actual and preferred).

The prepared computer programs which were used for the analysis of the data included:

1. Correlational analysis
2. One way analysis of variance
3. Scheffe test.

Correlational Analysis

The mean scores of actual and preferred parent involvement of each of the three groups (parents, teachers and administrators) for the five categories were calculated:

[1] Parents as recipients and supporters

[2] Parents as learners and educators

[3] Parents as non-instructional volunteers

Table 8

Questionnaires Returned

Number of Schools	Administrators: Principals	Administrators: Assistant Principals	Teachers	Parents	Total	Percent
23	23	13	24	87	147	79.4%

[4] Parents as instructional volunteers

[5] Parents as decision makers.

A correlational analysis was used to determine if there was any relationship between the subjects' background history and their responses to parental involvement, actual and preferred.

One Way Analysis of Variance

The one way analysis of variance was used to test the significance of the mean differences of each of the three groups, according to the five levels for each of the categories, actual and preferred parent involvement.

Scheffe Test

Because the purpose of this study was to measure the differences, if any, which existed among teachers, parents and administrators in regard to the actual and preferred parent involvement in early childhood programs the Scheffe test was used. Whereas the one way analysis of variance determined the difference among means of the three groups for each of the five levels, the Scheffe probability test was used to determine where the significant differences occurred.

This chapter has presented information relating to the design of the research study and has included such details as instrumentation, data collection and treatment, statistical procedure and computer analysis.

Chapter IV

RESEARCH ANALYSIS

The purpose of this chapter is to present the findings related to the analysis of the relationship between the actual and preferred parent involvement in early childhood programs as perceived by parents, teachers and administrators.

ACTUAL AND PREFERRED INVOLVEMENT OF PARENTS

Question 1

In order to investigate the relationship of actual and preferred parent involvement the following basic question was presented:

Is there a difference in the actual and preferred parent involvement in kindergarten school programs as perceived by each group—parents, teachers and administrators at each of the following levels?

[1] Parents as recipients and supporters

[2] Parents as learners and educators

[3] Parents as non-instructional volunteers

[4] Parents as instructional volunteers

[5] Parents as decision makers.

Findings

To examine this question a mean comparison described in Chapter III was utilized. The findings related to the actual and preferred involvement of each of the three groups—parents, teachers and administrators are presented in graph form.

Parents' Perceptions of Parent Involvement—Actual and Preferred

Table 9 presents the mean scores and standard deviations of the parents' perceptions of parent involvement. The mean scores indicate that parents feel they are involved the most at level [1]—parents as recipients and supporters of kindergarten programs and at level [2]—parents as learners and educators of their own children. Less involvement is perceived by the parents for level [3]—parents as non-instructional volunteers, level [4]—parents as instructional volunteers and level [5]—parents as decision makers. The mean scores further illustrate that parents feel they are least involved at the decision making level. For preferred involvement the scores illustrate that less involvement is preferred at level [1]—parents as recipients and supporters and level [2]—parents as learners and educators and slightly more involvement is preferred at level [3]—parents as non-instructional volunteers, level [4]—parents as instructional volunteers and level [5]—parents as decision

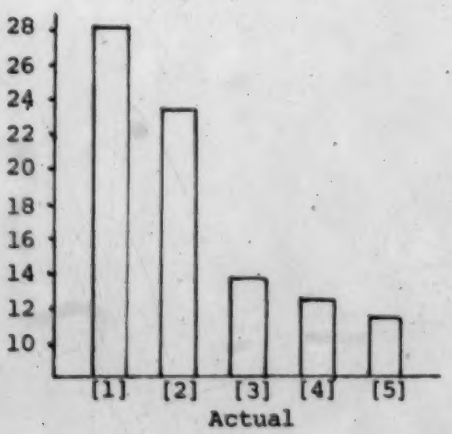
Table 9

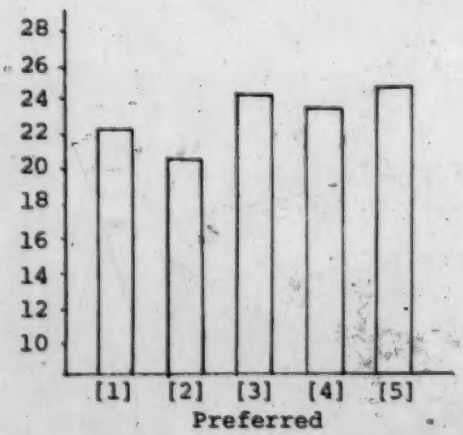
Parents' Perceptions of Parent Involvement—Actual and Preferred

	Actual Involvement					Preferred Involvement				
Level	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
Means	28.1	23.6	13.5	12.2	11.4	22.2	20.6	24.2	23.4	24.4
Standard Deviation	6.5	4.3	4.6	3.9	5.6	6.1	7.1	7.1	7.4	7.6

T Test Values for Means

Actual	Preferred	t	df	Prob.	
Variable [1]	with Variable [1]	7.728	86	0.0000	**
Variable [2]	with Variable [2]	4.244	86	0.0001	**
Variable [3]	with Variable [3]	-12.901	86	0.0000	**
Variable [4]	with Variable [4]	-14.809	86	0.0000	**
Variable [5]	with Variable [5]	-13.675	86	0.0000	**





Levels:
- [1] Parents as recipients and supporters
- [2] Parents as learners and educators
- [3] Parents as non-instructional volunteers
- [4] Parents as instructional volunteers
- [5] Parents as decision makers

Significant:
- * .05 level
- ** .01 level

makers. It is indicated by the mean scores that parents prefer to be most involved at level [5]. A comparison of the means shows that the differences between the actual involvement of parents and the preferred involvement of parents is statistically significant for all of the five levels ($p < .01$). The differences for levels [1] and [2] indicate that parents perceive they are actually involved a significantly greater amount than they prefer to be involved. Conversely for levels [3], [4] and [5] parents prefer a significantly greater amount of involvement than their actual involvement.

The data indicate that for Edmonton kindergarten parents there are differences in the actual and preferred involvement and these differences are statistically significant for all five levels. The parents preference is for less involvement at levels [1] and [2] and more involvement at levels [3], [4] and [5].

Teachers' Perceptions of Parent Involvement—Actual and Preferred

Table 10 presents the mean scores and standard deviations of the teachers' perceptions of parent involvement. For actual involvement teachers perceive parents to be most involved at level [1]—parents as recipients and supporters of kindergarten programs. The mean scores further illustrate that with each level less parental involvement is perceived by the teachers. For preferred

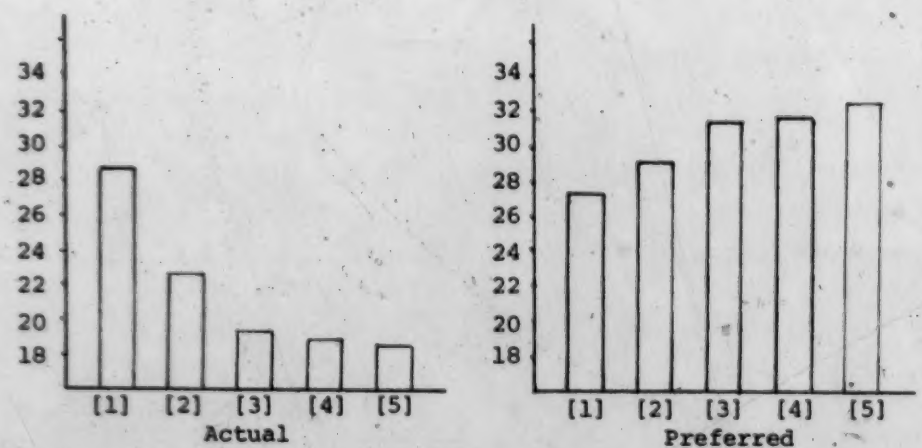
Table 10

Teachers' Perceptions of Parent Involvement—Actual and Preferred

	Actual Involvement					Preferred Involvement				
Level	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
Means	28.6	22.5	19.2	18.9	18.5	27.2	29.0	31.3	31.4	32.3
Standard Deviation	6.4	4.8	4.2	5.0	4.4	6.3	7.1	7.4	7.5	8.0

T Test Values for Means

Actual	Preferred	t	df	Prob.	
Variable [1]	with Variable [1]	0.853	23	0.4023	N.S.
Variable [2]	with Variable [2]	-4.253	23	0.0003	**
Variable [3]	with Variable [3]	-8.110	23	0.0000	**
Variable [4]	with Variable [4]	-11.380	23	0.0000	**
Variable [5]	with Variable [5]	-8.179	23	0.0000	**



Levels:
- [1] Parents as recipients and supporters
- [2] Parents as learners and educators
- [3] Parents as non-instructional volunteers
- [4] Parents as instructional volunteers
- [5] Parents as decision makers

Significant:
- * .05 level
- ** .01 level
- N.S. Not significant

involvement the mean scores indicate that teachers prefer the most parental participation at level [5]—parents as decision makers and level [2]—parents as learners and educators, level [3]—parents as non-instructional volunteers and level [4]—parents as instructional volunteers. The least emphasis is placed by the teachers on parental involvement at level [1]. A comparison of the mean scores shows that the differences between the actual involvement of parents and the preferred involvement of parents is statistically significant ($p < .01$) for all of the five levels except level [1]—parents as recipients and supporters. Teachers prefer more involvement for levels [2], [3], [4] and [5] than they perceive actually exists.

The data indicate that for Edmonton teachers of kindergarten programs there are differences in the actual and preferred parent involvement and these differences are statistically significant for four of the five levels [2], [3], [4] and [5].

Administrators' Perceptions of Parent Involvement—Actual and Preferred

Table 11 presents the mean scores and standard deviations of the administrators' perceptions of parent involvement. For actual involvement administrators perceive parents to be most involved at level [1]—parents as recipients and supporters of kindergarten

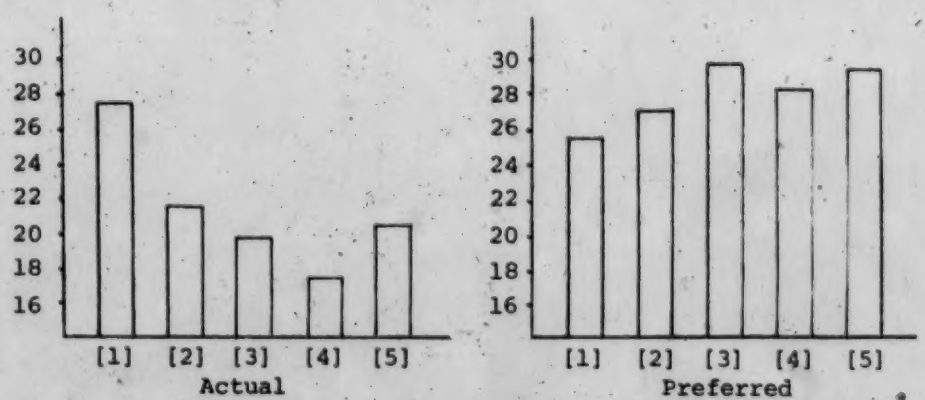
Table 11

Administrators' Perceptions of Parent Involvement—Actual and Preferred

	Actual Involvement					Preferred Involvement				
Level	[1]	[2]	[3]	[4]	[5]	[1]	[2]	[3]	[4]	[5]
Means	27.5	21.7	19.9	17.6	20.5	25.6	27.0	29.8	28.3	29.3
Standard Deviation	5.2	4.6	5.2	4.2	4.3	3.2	4.3	4.3	4.9	5.1

T Test Values for Means

Actual	Preferred	t	df	Prob.	
Variable [1]	with Variable [1]	2.164	35	0.0373	*
Variable [2]	with Variable [2]	-5.679	35	0.0000	**
Variable [3]	with Variable [3]	-9.648	35	0.0000	**
Variable [4]	with Variable [4]	-9.700	35	0.0000	**
Variable [5]	with Variable [5]	-7.927	35	0.0000	**



Levels:
- [1] Parents as recipients and supporters
- [2] Parents as learners and educators
- [3] Parents as non-instructional volunteers
- [4] Parents as instructional volunteers
- [5] Parents as decision makers

Significant:
- * .05 level
- ** .01 level

programs. Less involvement is perceived by the administrators for level [2]—parents as learners and educators, level [3]—parents as non-instructional volunteers and level [4]—parents as instructional volunteers. More emphasis is placed by the administrators on level [5]—parents as decision makers which ranked third in the analysis of the mean scores of actual parent involvement. In the preferred parental involvement category the mean scores indicate that administrators prefer the most parental involvement at level [3]—parents as non-instructional volunteers and level [5]—parents as decision makers, level [4]—parents as instructional volunteers and level [2]— parents as learners and educators. The least emphasis is placed by the administrators on level [1]—parents as recipients and supporters. A comparison of the two means shows that the differences between the actual involvement of parents and the preferred involvement of parents is statistically significant for all of the five levels ($p < .01$ or .05). Administrators perceive parents to be more actually involved at level [1] than they prefer them to be involved. For levels [2], [3], [4] and [5] administrators prefer more parental involvement than actually exists.

The data indicate that for Edmonton administrators there are differences in the actual and preferred parent involvement and these differences are statistically

significant for all five levels [1], [2], [3], [4] and [5]. Administrators perceive parents to be more involved at level [1] than they prefer them to be involved and administrators prefer more parental involvement than actually exists for the remaining levels.

Discussion

Although all three groups agreed that parents were actually involved most at level [1]—parents as recipients and supporters, the preferred involvement responses of parents, teachers and administrators indicated a desire for less parental involvement at this level and more parental involvement at other levels. Teachers and parents preferred the most parental participation at level [5]—the decision making level. Administrators in comparison indicated a preference for most parental involvement at level [3]—parents as non-instructional volunteers.

The analysis of parents', teachers' and administrators' perceptions to parent involvement in kindergarten programs has indicated a preference for most parent involvement at levels [3], [4] and [5]. The categorization of the group responses into levels did not determine the relative importance of the suggested tasks. The analysis according to levels suggests the importance which the different groups placed on the specific tasks that made up the level. However, the responses to one of the tasks for level [1], for example, might be quite different from

the responses to the level generally. The ranking of the selected tasks, established on the basis of the mean scores which were computed for the responses of parents, teachers and administrators is included in Appendix B. These data suggest a number of different analyses which were not performed in this study.

EMPHASIS ACCORDED ACTUAL AND PREFERRED PARENTAL INVOLVEMENT IN RELATION TO LEVELS OF INVOLVEMENT

Question 2(i)

Is there a difference in the perceptions of parents, teachers and administrators to the actual and preferred involvement of parents in kindergarten programs at level [1]—parents as recipients and supporters?

In order to include the significant differences for the comparative analysis of parents', teachers' and administrators' perceptions to parent involvement, actual and preferred, a one way analysis of variance and the Scheffe probability test were used

Decisions Relating to Involving Parents as Recipients and Supporters of Kindergarten Programs (Level [1])

Actual Involvement

Table 12 presents the data for a one way analysis of variance in determining the differences of the actual

Table 12

Comparison of Responses of Three Groups for Actual Involvement at Level [1]— Parents as Recipients and Supporters

Group	Number	Mean	S.D.
Teachers	24	28.6	6.5
Administrators	36	27.5	5.3
Parents	87	28.1	6.5
Total	147	28.1	6.2

F = 0.22 (df 2,144) P = .8

involvement of parents at the first level. A mean score for each of the three groups is indicated. The probability P = .8 being greater than the critical value of .01 or .05 indicates that for this level there are no significant differences in the perceptions of teachers, administrators and parents toward actual parent involvement in level [1] tasks.

Preferred Involvement

Table 13 presents the data for the one way analysis of variance in determining the differences of the preferred parental involvement at the first level [1]. The mean scores and standard deviations are included in the table. The observed probability P = .00 being less than the critical value of .01 or .05 indicates that for this level there are significant differences among the three groups.

The Scheffe probability matrix which illustrates where the differences occur is presented in Table 13. Given the F ratio of 10.00 (df 2, 144), probability <.01 the Scheffe analysis shows significant differences between groups 1 and 3 (teachers and parents) and 2 and 3 (administrators and parents).

Administrators and teachers to a significantly greater extent than parents prefer that parents participate at level [1]—parents involved as recipients and supporters of kindergarten programs.

Table 13

Comparison of Responses of Three Groups for Preferred Involvement at Level [1]— Parents as Recipients and Supporters

Group	Number	Mean	S.D.
Teachers	24	27.2	6.4
Administrators	36	25.6	3.2
Parents	87	22.2	6.1
Total	147	23.9	5.9

P = 0.00

F = 10.00 (df 2,144)

Probability Matrix for the Scheffe Multiple Comparison of Means [Preferred Involvement— Parents as Recipients and Supporters]

Group	1	2	3
Teachers	1.0000		
Administrators	0.5619	1.0000	
Parents	0.0007**	0.0095**	1.0000

Significant:
* .05 level
** .01 level

Question 2(ii)

Is there a difference in the perceptions of parents, teachers and administrators to the actual and preferred involvement of parents in kindergarten programs at level [2]—parents as learners and educators?

Decisions Relating to Involving Parents as Learners and Educators (Level [2])

Actual Involvement

Table 14 presents the data for a one way analysis of variance in determining the differences of the actual involvement of parents at the second level. A mean score and standard deviation for each of the three groups is indicated. The probability of .110 being greater than the critical value of .01 or .05 indicates that for this level there are no significant differences in the perceptions of teachers, administrators and parents toward actual parent involvement in level [2] tasks.

Preferred Involvement

Table 15 presents the data for the one way analysis of variance in determining the differences of the preferred parental involvement at level [2]. The mean scores and standard deviation are included in the table. The observed probability $P < .00$ indicates that for this level there are significant differences among the parents,

Table 14

Comparison of Responses of Three Groups for Actual Involvement at Level [2]— Parents as Learners and Educators

Groups	Number	Mean	S.D.
Teachers	24	22.5	4.9
Administrators	36	21.7	4.6
Parents	87	23.6	4.4
Total	147	22.9	4.5

F = 2.24 (df 2,144) P = .11

Table 15

Comparison of Responses of Three Groups for Preferred Involvement at Level [2]— Parents as Learners and Educators

Group	Number	Mean	S.D.
Teachers	24	29.0	7.3
Administrators	36	27.0	4.3
Parents	87	20.6	7.2
Total	147	23.5	7.5

P = 0.0
F = 21.68 (df 2,144)

Probability Matrix for the Scheffe Multiple Comparison of Means [Preferred Involvement— Parents as Learners and Educators]

Group	1	2	3
Teachers	1.0000		
Administrators	0.5156	1.0000	
Parents	0.0000**	0.0000**	1.0000

Significant:
* .05 level
** .01 level

teachers and administrators.

The Scheffe probability matrix illustrates where these differences occur (Table 15). Given the F ratio of 21.68 (df 2, 144), probability <.01 the Scheffe analysis shows significant differences between groups 1 and 3 (teachers and parents) and 2 and 3 (administrators and parents).

Administrators and teachers to a significantly greater degree than parents prefer that parents participate at level [2]—parents involved as learners and educators of their own children.

Question 2(iii).

Is there a difference in the perceptions of parents, teachers and administrators to the actual and preferred involvement of parents in kindergarten programs at level [3]—parents as non-instructional volunteers?

Decisions Relating to Involving Parents as Non-instructional Volunteers (Level [3])

Actual Involvement

Table 16 presents the data for the one way analysis of variance in determining the differences of the actual involvement of parents at the third level. A mean score and standard deviation for each of the three groups is indicated. The probability P = .0 indicates that for

Table 16

Comparison of Responses of Three Groups for Actual Involvement at Level [3]— Parents as Non-instructional Volunteers

Group	Number	Mean	S.D.
Teachers	24	19.2	4.3
Administrators	36	19.9	5.2
Parents	87	13.5	4.6
Total	147	16.0	5.6

P = 0.0
F = 30.11 (df 2,144)

Probability Matrix for the Scheffe Multiple Comparison of Means [Actual Involvement— Parents as Non-instructional Volunteers

Group	1	2	3
Teachers	1.0000		
Administrators	0.8637	1.0000	
Parents	0.0000**	0.0*	1.0000

Significant:
* .05 level
** .01 level

this level there are significant differences among the three groups.

The Scheffe probability matrix which illustrates where the differences occur is presented in Table 16. Given the F ratio of 30.11 (df 2, 144) probability <.01 the Scheffe analysis shows significant differences between groups 1 and 3 (teachers and parents) and 2 and 3 (administrators and parents).

Administrators and teachers to a significantly greater extent than parents feel that parents participate at level [3]—in decisions relating to the involvement of parents as non-instructional volunteers.

Preferred Involvement

Table 17 presents the data for the one way analysis of variance in determining the differences of the preferred parental involvement at level [3]. The mean scores and standard deviations are included in the table. The observed probability P = .00 indicates that for this level there are significant differences among parents, teachers and administrators.

The Scheffe probability matrix which illustrates where the differences are significant is presented in Table 17. Given the F ratio of 14.76 (df 2, 144), probability <.01 the Scheffe analysis shows significant differences between groups 1 and 3 (teachers and parents) and 2 and 3 (administrators and parents).

Table 17

Comparison of Responses of Three Groups for Preferred Involvement at Level [3]— Parents as Non-instructional Volunteers

Group	Number	Mean	S.D.
Teachers	24	31.3	7.5
Administrators	36	29.8	4.3
Parents	87	24.2	7.4
Total	147	26.7	7.4

P = 0.0
F = 14.76 (df 2, 144)

Probability Matrix for the Scheffe Multiple Comparison of Means [Preferred Involvement— Parents as Non-instructional Volunteers]

Group	1	2	3
Teachers	1.0000		
Administrators	0.7092	1.0000	
Parents	0.0001**	0.0003**	1.0000

Significant:
* .05 level
** .01 level

Administrators and teachers differ significantly from the parents in their perceptions of the preferred degree of parental participation in decisions relating to the involvement of parents as non-instructional volunteers (level [3]).

Question 2(iv)

Is there a difference in the perceptions of parents, teachers and administrators to the actual and preferred involvement of parents in kindergarten programs at level [4]—parents as instructional volunteers?

Decisions Relating to Involving Parents as Instructional Volunteers (Level [4])

Actual Involvement

Table 18 presents the data for a one way analysis of variance in determining the differences of the actual involvement of parents at the fourth level. The mean scores and standard deviations for each of the three groups is indicated. The probability of .0 indicates that for this level there are significant differences in the perceptions of parents, teachers and administrators.

The Scheffe probability matrix presented in Table 18 illustrates where the differences occur. Given the F ratio of 34.52 (df 2, 144) the Scheffe analysis shows significant differences between groups 1 and 3 (teachers

Table 18

Comparison of Responses of Three Groups for Actual Involvement at Level [4]— Parents as Instructional Volunteers

Group	Number	Mean	S.D.
Teachers	24	18.9	5.1
Administrators	36	17.6	4.3
Parents	87	12.2	4.0
Total	147	14.6	5.1

P = 0.0
F = 34.52 (df 2, 144)

Probability Matrix for the Scheffe Multiple Comparison of Means [Actual Involvement— Parents as Instructional Volunteers

Group	1	2	3
Teachers	1.0000		
Administrators	0.5587	1.0000	
Parents	0.0*	0.0*	1.0000

Significant:
* .05 level
** .01 level

and parents) and 2 and 3 (administrators and parents).

Administrators and teachers to a significantly greater extent than parents feel that parents participate at level [4] in decisions relating to the involvement of parents as instructional volunteers.

Preferred Involvement

Table 19 presents the data for the one way analysis of variance in determining the differences of the preferred parental involvement at level [4]. The mean scores and standard deviations are included in the table. The observed probability P = .00 indicates significant differences among the three groups.

The Scheffe probability matrix illustrated in Table 19 indicates where the differences occur. Given the F ratio 15.62 (df 2, 144), probability P < .01 the Scheffe analysis shows significant differences between groups 1 and 3 (teachers and parents) and 2 and 3 (administrators and parents).

Administrators and teachers to a significantly greater extent than parents, prefer that parents participate at level [4]—in decisions relating to the involvement of parents at the instructional volunteer level.

Question 2(v)

Is there a difference in the perceptions of parents, teachers and administrators to the actual and

Table 19

Comparison of Responses of Three Groups for Preferred Involvement at Level [4]— Parents as Instructional Volunteers

Group	Number	Mean	S.D.
Teachers	24	31.4	7.6
Administrators	36	28.3	5.0
Parents	87	23.4	7.3
Total	147	25.9	7.5

P = 0.0
F = 15.62 (df 2,144)

Probability Matrix for the Scheffe Multiple Comparison of Means [Preferred Involvement— Parents as Instructional Volunteers

Group	1	2	3
Teachers	1.0000		
Administrators	0.2542	1.0000	
Parents	0.0000**	0.0018**	1.0000

Significant:
* .05 level
** .01 level

preferred involvement of parents in kindergarten programs at level [5]—parents as decision makers?

Decisions Relating to Involving Parents as Decision Makers

Actual Involvement

Table 20 presents the data for the one way analysis of variance in determining the differences of the actual parental involvement at level [5]. The mean scores and standard deviations are included in the table. The observed probability P = .0 indicates that for this level there are significant differences among parents, teachers and administrators.

The Scheffe probability matrix presented in Table 20 illustrates where the differences occur. Given the F ratio of 45.53 (df 2, 144) the Scheffe analysis shows significant differences between groups 1 and 3 (teachers and parents) and 2 and 3 (administrators and parents).

Administrators and teachers to a significantly greater extent than parents feel that parents participate at level [5]—in decisions relating to the involvement of parents as decision makers.

Preferred Involvement

Table 21 presents the data for the one way analysis of variance in determining the differences, of the preferred parental involvement at level [5]. The mean scores

Table 20

Comparison of Responses of Three Groups for Actual Involvement at Level [5]— Parents as Decision Makers

Group	Number	Mean	S.D.
Teachers	24	18.5	4.5
Administrators	36	20.5	4.3
Parents	87	11.4	5.6
Total	147	14.8	6.6

P = 0.0
F = 45.53 (df 2,144)

Probability Matrix for the Scheffe Multiple Comparison of Means [Actual Involvement— Parents as Decision Makers]

Group	1	2	3
Teachers	1.0000		
Administrators	0.3410	1.0000	
Parents	0.0000**	0.0*	1.0000

Significant:
* .05 level
** .01 level

Table 21

Comparisons of Responses of Three Groups for Preferred Involvement at Level [5]— Parents as Decision Makers

Group	Number	Mean	S.D.
Teachers	24	32.3	8.1
Administrators	36	29.3	5.1
Parents	87	24.4	7.7
Total	147	26.9	7.8

p = 0.0
F = 14.11 (df 2,144)

Probability Matrix for the Scheffe Multiple Comparison of Means [Preferred Involvement— Parents as Decision Makers

Group	1	2	3
Teachers	1.0000		
Administrators	0.2983	1.0000	
Parents	0.0000**	0.0031**	1.0000

Significant:
* .05 level
** .01 level

and standard deviations are included in the table. The observed probability P = .00 indicates that for this level there are significant differences among parents, teachers and administrators.

The Scheffe probability matrix which illustrates the differences is presented in Table 21. Given the F ratio 14.11 (df 2, 144) the Scheffe analysis shows significant differences between groups 1 and 3 (teachers and parents) and 2 and 3 (administrators and parents).

Administrators and teachers to a significantly greater extent than parents prefer that parents be involved at level [5]—in decisions relating to decision making.

Discussion

Actual involvement. In analyzing parents', teachers' and administrators' perceptions toward actual parent involvement in early childhood programs according to the five levels [1] parents as recipients and supporters, [2] parents as learners and educators, [3] parents as non-instructional volunteers, [4] parents as instructional volunteers, [5] parents as decision makers, significant differences in perception for three of the five levels [3, 4, 5] were indicated. The Scheffe analysis of mean group differences showed significant differences between teachers and parents and between administrators and parents for each of the levels [3], [4] and [5]. Parents

felt less involved than either teachers or administrators perceived them to be involved at levels [3], [4] and [5]. For levels [1] and [2] no significant differences were indicated. Parents, teachers and administrators did not differ significantly from each other for levels [1] and [2].

Preferred involvement. In analyzing preferred parent involvement in kindergarten programs significant differences for all five levels were indicated. The five levels [1, 2, 3, 4, 5] indicated significant differences between the perceptions of teachers and parents and administrators and parents. The teachers' and administrators' responses indicated that they more so than parents themselves preferred more parental involvement at all levels.

RELATIONSHIP BETWEEN CHARACTERISTICS OF RESPONDENTS AND THE ACTUAL AND PREFERRED INVOLVEMENT OF PARENTS

Relationships Between the Characteristics of Parents and the Actual and Preferred Involvement of Parents

To determine if a relationship existed between the personal background of parents and their responses to the actual and preferred involvement in kindergarten

Table 22

Comparison of Parent Responses to Teachers' and Administrators' Responses

	Level [1]		Level [2]		Level [3]		Level [4]		Level [5]	
	Actual	Preferred	Actual	Preferred	Actual	Preferred	Actual	Preferred	Actual	Preferred
Teachers		*		*	*	*	*	*	*	*
Administrators		*		*	*	*	*	*	*	*

* Significant difference in favor of teacher and administrator group.

Levels:
[1] Parents as recipients and supporters
[2] Parents as learners and educators
[3] Parents as non-instructional volunteers
[4] Parents as instructional volunteers
[5] Parents as decision makers

programs a correlational analysis was used. The variables—age, last grade completed, number of children in the family, number of children who have attended kindergarten, time available for involvement in kindergarten programs, do you wish to be involved—were correlated with the five levels [1] parents as recipients and supporters, [2] parents as learners and educators, [3] parents as non-instructional volunteers, [4] parents as instructional volunteers, [5] parents as decision makers, for each of the categories—actual involvement and preferred involvement.

Findings

As may be seen in Table 23 there is no significant relationship between the variables age and last grade completed and the parent responses to the actual and preferred involvement of parents. The variable number of children in the family is significantly correlated to the actual involvement of parents at level [2]—parents as learners and educators ($p < .01$), and to the actual involvement of parents at level [3] and [4]—parents as non-instructional volunteers ($p < .05$), and parents as instructional volunteers ($p < .05$). The variable number of children who have attended kindergarten shows a significant relationship to the actual involvement of parents at level [2]—parents as learners and educators ($p < .01$) and level [3]—parents as non-instructional volunteers

Table 23

Relationship Between Characteristics of Parents and the Actual and Preferred Involvement of Parents

Variables	Parents as Recipients and Supporters		Parents as Learners and Educators		Parents as Non-instructional Volunteers		Parents as Instructional Volunteers		Parents as Decision Makers	
	Actual	Preferred	Actual	Preferred	Actual	Preferred	Actual	Preferred	Actual	Preferred
Age	.00	.08	.08	.07	.00	.12	.02	.15	.08	.02
Last grade completed	.14	.06	.09	.12	.20	.07	.07	.02	.06	.08
No. of children in the family	.00	.00	.28**	.01	.21*	.01	.23*	.01	.10	.00
No. of children who have attended kindergarten	.07	.02	.33**	.10	.20*	.11	.13	.10	.09	.04
Degree of community involvement	.16	.06	.07	.09	.24**	.02	.04	.04	.23**	.00
Time available for involvement in kindergarten	.41**	.44**	.26**	.43**	.44**	.40**	.39**	.46**	.13	.50**
Do you wish to be involved?	.47**	.45**	.30**	.51**	.46**	.44**	.31**	.44**	.13	.50*

Statistically Significant * .05 level ** .01 level

($p < .05$). Similarly the variable degree of community involvement indicates a significant relationship to the actual involvement of parents at level [3]—parents as non-instructional volunteers ($p < .01$) and level [5]—parents as decision makers ($p < .01$). The table illustrates the last variables time available for involvement in kindergartens and do you wish to be involved? as significantly correlated to all levels of actual involvement except level [5]—parents as decision makers. In comparison a significant correlation was established for all levels of the preferred involvement category. Parents having the available time for involvement in kindergartens indicated actual involvement for all levels except the decision making level; yet they indicated a preference for involvement at all levels. Similarly the variable do you wish to be involved? showed a correlation between parents wishing to be involved and actually being involved at all levels except the decision making level; yet they indicated a desire for involvement at all levels.

Relationship Between the Characteristics of Teachers and the Actual and Preferred Involvement of Parents

To determine if a relationship existed between the personal background of the teachers and their responses to the actual and preferred parent involvement in kindergarten programs a correlational analysis was used. The

variables—years of teacher experience, years of experience in the kindergarten, number of years in the present school, number of students, degree of parental involvement this term, degree of parental involvement desired—were correlated with the five levels [1] parents as recipients and supporters, [2] parents as learners and educators, [3] parents as non-instructional volunteers, [4] parents as instruction volunteers, [5] parents as decision makers for each of the categories, actual and preferred.

Findings

As may be seen in Table 24 there is no significant relationship between the variables—years of teaching experience, years of experience in the kindergarten, number of students, degree of parental involvement this term and degree of parental involvement desired—and the teacher responses to the actual and preferred involvement of parents. The variable number of years in the present school is significantly related to the actual involvement of parents as recipients and supporters ($p < .01$).

Edmonton kindergarten teachers have indicated a relationship between the number of years they have taught in the present school and the actual involvement of parents as recipients and supporters of the kindergarten programs.

Table 24

Relationship Between Characteristics of Teachers and the Actual and Preferred Involvement of Parents

Variables	Parents as Recipients and Supporters		Parents as Learners and Educators		Parents as Non-instructional Volunteers		Parents as Instructional Volunteers		Parents as Decision Makers	
	Actual	Preferred	Actual	Preferred	Actual	Preferred	Actual	Preferred	Actual	Preferred
Years of teaching	.02	.05	.22	.16	.21	.10	.00	.04	.35	.07
Years of experience in kindergarten	.29	.05	.02	.12	.10	.26	.12	.07	.26	.18
Number of years in the present school	.46**	.00	.08	.10	.13	.19	.17	.05	.10	.15
No. of students	.01	.17	.18	.20	.03	.24	.03	.15	.02	.12
Degree of parental involvement this term	.12	.22	.03	.25	.08	.25	.07	.20	.25	.26
Degree of parental involvement desired	.34	.26	.29	.22	.05	.16	.03	.10	.13	.25

Statistically Significant * .05 level ** .01 level

Relationship Between the Characteristics of the Administrators and the Actual and Preferred Involvement of Parents

To determine if a relationship existed between the personal background of administrators and their responses to the actual and preferred involvement in kindergarten programs a correlational analysis was used. The variables—years of teaching experience, years of administrative experience, number of years in the present school, size of school, degree of parental involvement this term, do you wish parents to be actively involved in kindergarten programs?—were correlated with the five levels [1] parents as recipients and supporters, [2] parents as learners and educators, [3] parents as non-instructional volunteers, [4] parents as instructional volunteers, and [5] parents as decision makers for each of the categories, actual involvement and preferred involvement.

Findings

As may be seen in Table 25 there is no significant relationship between the variables—years of teaching experience, years of administrative experience and size of school—and the administrators' responses to actual and preferred involvement of parents. The variable number of years in present school shows a significant relationship to the preferred involvement of parents at level [1]—parents as recipients and supporters ($p < .05$). The

Table 25

Relationship Between Characteristics of Administrators and the Actual and Preferred Involvement of Parents

Variables	Parents as Recipients and Supporters		Parents as Learners and Educators		Parents as Non-instructional Volunteers		Parents as Instructional Volunteers		Parents as Decision Makers	
	Actual	Preferred	Actual	Preferred	Actual	Preferred	Actual	Preferred	Actual	Preferred
Years of teaching experience	.06	.11	.05	.08	.00	.18	.21	.21	.15	.30
Years of administrative experience	.14	.17	.16	.01	.16	.26	.06	.24	.05	.26
Number of years in present school	.13	.35*	.07	.25	.03	.31	.05	.31	.03	.15
Size of school (no. of classrooms)	.07	.25	.08	.15	.24	.07	.02	.10	.05	.13
Degree of parental involvement within the school	.02	.42**	.05	.23	.10	.21	.17	.28	.14	.29
Do you wish parents to be actively involved in kindergarten?	.14	.19	.01	.24	.23**	.47	.20**	.46	.17	.23

Statistically Significant * .05 level ** .01 level

variable degree of parental involvement within the school shows a significant relationship to the preferred involvement of parents at level [1]—parents as recipients and supporters ($p < .01$). One other variable, do you wish parents to be actively involved in kindergarten programs? shows a relationship to the actual involvement of parents at levels [3] and [4]—parents as non-instructional volunteers ($p < .01$), and parents as instructional volunteers ($p < .01$).

Administrators of Edmonton kindergarten programs indicated a relationship between wanting parents to be actively involved and actually involving them at the non-instructional and instructional volunteer level. There was also a correlation between years in the present school and preferred involvement at level [1].

SUMMARY OF CHAPTER IV

The purpose of the data analysis in this chapter was to determine the relationship of the actual and preferred parent involvement in early childhood programs as perceived by parents, teachers and administrators according to the five levels:

[1] parents as recipients and supporters

[2] parents as learners and educators

[3] parents as non-instructional volunteers

[4] parents as instructional volunteers

[5] parents as decision makers.

In order to determine the differences in the above levels, mean scores and standard deviations were compared for both the actual and preferred category for each group. The three groups indicated a difference in perception of the actual and preferred involvement of parents in kindergarten programs.

In the actual involvement teachers and parents were of the opinion that parents were actually involved most at level [1]—parents as recipients and supporters and less with each level [2], [3], [4] and [5]. Similarly administrators perceived the same hierarchical pattern with one exception. They perceived parents to be actually involved more at the decision making level [5]. This level ranked third in the five level mean comparison of the administrators' perceptions.

In the preferred involvement category all groups indicated a preference for less involvement at level [1]—parents as recipients and supporters. The teachers and parents attached the most importance to preferred involvement at level [5]—parents as decision makers, with the second choice becoming level [4]—parents as instructional volunteers for the teachers and level [3]—parents as non-instructional volunteers for the parents. Administrators attached the most importance to level [3]—parents as non-instructional volunteers with the second choice

becoming level [5]—parents as decision makers.

Using the Scheffe probability matrix significant differences among the three groups were established. For actual involvement of level [1]—parents as recipients and supporters and level [2]—parents as learners and educators no significant differences were indicated for the three groups. For the remaining three levels of the actual involvement category (levels [3], [4], [5]) and for levels [1], [2], [3], [4], [5] of the preferred category significant differences were indicated. These differences were, in each case, between teachers and parents and between administrators and parents. The mean scores of the teachers and administrators appear, from an examination of the tables, to show close agreement for most of the levels which were considered in the actual and preferred categories. Teachers and administrators to a significantly greater extent than parents felt that parents were involved at levels [3], [4] and [5] and preferred parent involvement at all levels.

To determine if a relationship existed between the personal background of the parents and their responses to the actual and preferred parent involvement in kindergarten programs a correlational analysis was used. The two variables—time available for kindergarten programs and do you wish to be involved?—showed significant relationships to all levels of the actual involvement category except level

[5]—parents as decision makers and to all levels of the preferred involvement category. The significant relationship of the two variables to the above levels indicates an association between parents (a) having the time available and (b) wishing to be involved and actual involvement for all levels except the decision making level (level [5]). In comparison, the preferred involvement category indicates a preference for involvement at all levels. Parents do wish to be involved in decision making activities.

The teacher characteristic variables when correlated with levels of involvement for each of the categories, actual and preferred, showed no significant pattern of correlations. For administrators a relationship was indicated between wanting parents to become involved and actually involving them at both the instructional and non-instructional level.

The purpose of this research was to find the differences which existed among teachers, parents and administrators in regard to the actual and preferred parent involvement in early childhood programs. No attempt was made in this study to measure the differences in perception of each of the respondents of any one school. However, Appendix C illustrates the mean scores of the responses of the parents, teachers and administrators of the twenty-three schools and thus provides some indication of the differences in perception of each of the twenty-three schools.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the problem of the study and the findings resulting from the survey of parental involvement, actual and preferred, in early childhood (kindergarten) programs as perceived by parents, teachers and administrators. This chapter also deals with a number of conclusions and ends with several recommendations.

Related Literature and Problem

In the literature cited, which focused on four major areas, evidence was given to establish some of the reasons for the transformations which have become evident in home and school relationships. Further research documented the value of home and school relations and presented information on the varied parental roles which could be assumed in kindergarten programs. Finally, reference was made to the problems of perceptual views.

In light of the research and in an attempt to become more acquainted with parental involvement, in general, a problem was established. The purpose of the study was to find the differences, if any, which exist among parents, teachers and administrators in regard to

the actual and preferred parental involvement in kindergarten programs.

More specifically the study sought to answer the following questions:

Is there a difference in the actual and preferred involvement of parents in kindergarten programs as perceived by parents, teachers and administrators at the following levels?

[1] Parents as recipients and supporters of school programs

[2] Parents as learners and educators of their own children

[3] Parents as non-instructional volunteers

[4] Parents as instructional volunteers

[5] Parents as decision makers.

Research Design

The basic data were collected by means of a two part questionnaire. Part I of the questionnaire solicited certain background information. Part II of the questionnaire, designed with assistance from parents, teachers and administrators, required the respondents to react to the actual and preferred parent involvement in kindergarten programs in reference to selected tasks.

The sample was made up of 185 respondents, of which 36 were administrators of the schools,, 24 were kindergarten

teachers and 115 were parents of children in the kindergarten classes in the Edmonton Public System.

The questionnaires were delivered personally to the schools by the researcher and collected in the same manner. The responses were coded on IBM cards for computer analysis. The analysis consisted of (1) means score analysis, to determine the means for each of the three groups for the five levels of involvement for the actual and preferred category, (2) correlational analysis, to determine the relationship between the subjects' backgrounds and their responses, (3) one way analysis of variance, to test for the significant differences of each of the three groups and (4) a Scheffe probability test to determine where the differences occurred.

Research Findings

1. Parents, teachers and administrators indicated differences in perception in the actual and preferred involvement of parents in kindergarten programs.

2. For actual involvement, parents, teachers and administrators were of the opinion that parents were actually involved most at level [1]—whereby parents act as recipients and supporters of kindergarten programs. Parents and teachers felt that parents were involved less with each following level. Administrators perceived the same hierarchical order with one exception. They perceived

parents to be actually involved more at the decision making level. This level ranked third in the five level mean comparison of administrators' perceptions.

3. For preferred involvement parents, teachers and administrators indicated a preference for less involvement at level [1]—parents as recipients and supporters of kindergarten programs. Teachers and parents attached the most importance to preferred involvement at level [5]—the decision making level. The second choice for teachers was parent involvement at level [4]—instructional volunteers and for parents level [3]—non-instructional volunteers. Administrators attached the most importance to parental involvement at level [3]—the non-instructional volunteer level and secondly to level [5]—the decision making level.

4. Parents perceived they were actually involved a significantly greater amount than they preferred to be for levels [1] and [2], yet for the remaining levels parents indicated a preference for more involvement than actually existed. Teachers indicated a preference for more parent involvement at levels [2], [3], [4] and [5] than actually existed as did administrators and administrators perceived parents to be actually involved more at level [1] than they preferred them to be involved.

5. The differences in perception of the three groups were as follows:

a. For actual involvement significant differences were evident for levels [3]—parents as non-instructional volunteers, [4]—parents as instructional volunteers and [5]—parents as decision makers. The differences were in each case between teachers and parents and between administrators and parents. Teachers and administrators to a significantly greater degree than parents felt that parents were actually involved more at levels [3], [4] and [5].

b. For preferred involvement significant differences were evident for all levels [1] to [5]. These differences were again between teachers and parents and between administrators and parents. Teachers and administrators to a significantly greater degree than parents preferred parental involvement at levels [1] to [5], inclusively.

6. a. The correlation of the parent characteristic variable, time available for kindergarten programs, and each of the five levels (actual and preferred) indicated a significant relationship between parents having the time available for kindergarten programs and actually being involved at all levels except level [5]—the decision making level; yet for preferred involvement a significant relationship was evident for all levels. Parents, with time available for kindergarten programs, were actually involved at all levels except the decision

making level [5], yet, with time available, they preferred to be involved at all levels.

b. Similarly the correlation of the parent characteristic variable, do you wish to be involved?, and each of the five levels (actual and preferred) indicated a significant relationship between parents wanting to be involved and actually being involved for all levels except level [5], parents as decision makers; yet for preferred involvement a significant correlation was indicated for all levels. Parents wishing to be involved were actually involved at all levels except the decision making level [5] yet they indicated a preference for involvement at all levels.

The research findings clearly suggest that teachers and administrators perceive more actual parental involvement taking place in the schools than parents themselves perceive. Similarly, teachers and administrators indicate a preference for more parental involvement than parents themselves prefer. Perhaps of even greater significance is the consistency between the teachers and the administrators in their responses toward parental involvement in kindergarten programs.

Conclusions and Recommendations

I. The major finding in this study was that there are differences in perception among the three groups,

parents, teachers and administrators. In view of this finding the following recommendations are offered.

1. With an emphasis on parental involvement in early childhood programs it seems important that each group be aware of the perceptions held by other groups. The education process can often be expedited if each group perceives more clearly what it can contribute to the other.

2. The fact that parents', teachers' and administrators' expectations will have to be realized suggests some form of preparation for each of the three groups. Educational in service and pre service programs aimed specifically at helping parents, teachers and administrators perceive more accurately the expectations held by each other, in order to plan and implement parent assisted programs, should be considered a basic requirement.

3. Finally, a recognition that these differing expectations exist should enable parents, teachers and administrators to not only better understand the role of the parent in early childhood programs but should also provide opportunities to resolve any differences, particularly those involving needs and expectations.

II. Another significant conclusion of this study was that all three groups indicated a preference for more active participation and less passive parental participation. This finding implies that administrators and

teachers should not hestitate to involve parents in early childhood (kindergarten) programs. A further interpretation of this research, considering the similarities in the perceptions of teachers and administrators in regard to the actual and preferred involvement, implies that schools should endeavor to initiate communication with the parents of the community. The recommendations are as follows:

1. Administrators and teachers should endeavor to convey to parents that their participation is of value. This kind of communication could help parents to feel that their contribution, however great or small, is respected.

2. Administrators and teachers should strive to establish school programs more conducive to parent participation and should include opportunities for parents to become involved at all levels including the decision making level.

3. Parents should accept active participation at all levels including the decision making level. Realizing that group decision making can be somewhat less efficient and often more time consuming a cooperative effort among the three groups should, nonetheless, be attempted.

III. In addition to the recommendations summarized above, this study has some further suggestions and conclusions.

1. The levels of involvement and more specifically the suggested tasks used in this study may be of assistance

to parents and educators when developing and initiating parental assisted programs.

2. The model used in this study, which concentrated on levels of involvement, provided significant information on the attitudes and opinions of parents, teachers and administrators and supported numerous research studies which viewed parental involvement as moving from passive participation to more active participation.

3. The suggested tasks used in this study and included in Appendix B provide some insight into the relative importance of each task as perceived by parents, teachers and administrators.

IV. This study attempted to look at the similarities and differences of parents', teachers' and administrators' perceptions toward parental involvement using the five different levels. Nowhere was it construed that the levels were in a hierarchical order or that some levels were more desirable than others. Parental involvement at all levels was considered important and necessary. Therefore, data should not be taken by professional and government agencies to support the position that parents be involved at any specific level.

Suggestions for Further Research

In addition to the above conclusions and recommendations, this study has a number of possibilities for

further studies.

1. The survey approach used in this study could be replicated for other urban systems and for rural areas.

2. A similar study to comparatively analyze the attitudes of parents, teachers and administrators of two grade levels, one of which would be kindergarten, could be researched.

3. A further study could possibly investigate the differences in perceptions of parents, teachers and administrators by using a different "levels of involvement" model.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRE

April, 1975

Dear Recipient:

Please find attached a questionnaire regarding parental involvement in kindergartens. This study is being conducted in an effort to help identify some of the possibilities of involving parents in school programs. Your cooperation and assistance is greatly required.

You will be asked to respond to the selected items twice, first indicating the actual involvement, then indicating the preferred involvement. After completion of the questionnaire please place it in the sealed envelope and return it to the school. Complete anonymity is assured.

Your assistance in helping to make this study meaninful is very much appreciated.

Sincerely,

Helen A. Stretch
University of Alberta

Parents:

1. Age -

___ 18-25 ___ 26-30 ___ 31-35 ___ 36-40 ___ 40+

2. Last grade completed -

___ High School ___ Vocational School

___ Business College ___ University ___ Other

3. Number of children in the family -

___ 1 ___ 2 ___ 3 ___ 4 ___ 5+

4. Number of children in the family who have attended kindergarten -

___ 1 ___ 2 ___ 3 ___ 4 ___ 5+

5. Degree of involvement in community affairs i.e. community leagues, church groups etc.

___ Very Much ___ Much ___ Some ___ Little ___ None

6. Do you have the available time to become involved actively in kindergarten programs?

___ Very Much ___ Much ___ Some ___ Little ___ None

7. Do you wish to be involved?

___ Very Much ___ Much ___ Some ___ Little ___ None

Actual Involvement

Parents: Please place a ✓ in the column which best indicates the way in which you are actually involved in this years kindergarten program.

	Very Much	Much	Somewhat	Little	None
Receiving informal home visits from the teacher initiated cooperatively by the parent and teacher and not necessarily to discuss the child's progress.	___	___	___	___	___
Serving on a committee to set up a kindergarten in your area.	___	___	___	___	___
Serving on a 'scrounging committee' - finding odds and ends i.e. telephones, store displays, etc.	___	___	___	___	___
Serving on an ethnic committee to assist the school in promoting the culture of all nationalities i.e. Chinese New Year, International food tasting day, etc.	___	___	___	___	___
Assisting in the hiring of the kindergarten teacher by serving on an interviewing committee.	___	___	___	___	___
Participating in small group discussions with the children in the classroom.	___	___	___	___	___
Setting up interest centers in the classroom developed by the teacher - reading corner, art box, housekeeping, etc.	___	___	___	___	___
Attending Open-House to view the children's displayed work.	___	___	___	___	___
Serving on a committee to decide the length of the children's yearly program	___	___	___	___	___

	Very Much	Much	Somewhat	Little	None
Responding to reports of pupil progress i.e. report cards.	___	___	___	___	___
Making puppets, materials and equipment for use in the kindergarten classroom.	___	___	___	___	___
Having special meetings at the school and/or having professional persons visit parents in their homes to better understand the growth and development of the child.	___	___	___	___	___
Making use of a Parents' Library which would contain child development books, curriculum guides, school textbooks, etc.	___	___	___	___	___
Typing and duplicating materials for the teacher.	___	___	___	___	___
Attending bake sales, concerts, and Award days.	___	___	___	___	___
Taking your child to places of interest (Museum, shopping center, etc. on weekends and holidays).	___	___	___	___	___
Receiving information regarding your child's progress directly from the teacher (telephone call, conference etc.).	___	___	___	___	___
Talking, listening and reading to the child at home.	___	___	___	___	___
Serving on a phoning committee - arranging interviews, field trips, etc.	___	___	___	___	___

	Very Much	Much	Somewhat	Little	None
Teaching your child 'survival skills' at home - tying shoes, buttoning coat, crossing the street, etc.	—	—	—	—	—
Serving on a Parent-Advisory Committee, working in close liason with the teacher in developing, implementing and evaluating programs.	—	—	—	—	—
Attending Parent-Teacher conferences to cooperatively discuss child's strengths and weaknesses.	—	—	—	—	—
Filing and maintaining resource materials for the teacher.	—	—	—	—	—
Serving on a committee to revise operating kindergarten programs.	—	—	—	—	—
Preparing special materials to meet your child's needs by attending workshops in the school i.e. word games to develop reading readiness, etc.	—	—	—	—	—
Assisting the school in making decisions regarding the purchasing of materials and equipment (print and non print).	—	—	—	—	—
Observing the kindergarten classroom in action.	—	—	—	—	—
Acting as a library aide.	—	—	—	—	—
Being involved in committees to bring about changes, to increase funding etc. which could benefit kindergartens throughout Alberta. 'Politicing'.	—	—	—	—	—

	Very Much	Much	Somewhat	Little	None
Telling stories to groups of children.	—	—	—	—	—
Talking about your occupation to the children either in the classroom or your place of employment (dads, moms, grandparents).	—	—	—	—	—
Looking through the child's-work brought home from school.	—	—	—	—	—
Tutoring individual students with instructions from the teacher.	—	—	—	—	—
Salvaging stories and pictures from old textbooks, making word charts, posters and displays (at home or at school).	—	—	—	—	—
Assisting the school to raise funds by making donations of baking etc.	—	—	—	—	—
Assisting the teacher with supervision on field trips.	—	—	—	—	—
Demonstrating and/or teaching a special interest subject to a group of children in the classroom i.e. pet care, art, etc.	—	—	—	—	—
Serving on a committee to decide the kind of teacher and aide preferred by the community (listing qualifications but not hiring).	—	—	—	—	—
Inviting the class (or small group) to your home for a special demonstration i.e. bread baking, dog grooming, etc.	—	—	—	—	—
Reading and responding to school to home newsletters, bulletins, etc.	—	—	—	—	—

Preferred Involvement

Parents: Please place a ✓ in the column which best indicates the way in which you would like to be involved in kindergarten progrmas.

	Very Much	Much	Somewhat	Little	None
Receiving informal home visits from the teacher initiated cooperatively by the parent and teacher and not necessarily to discuss the child's progress.	___	___	___	___	___
Serving on a committee to set up a kindergarten in your area.	___	___	___	___	___
Serving on a 'scrounging committee' - finding odds and ends i.e. telephones, store displays, etc.	___	___	___	___	___
Serving on an ethnic committee to assist the school in promoting the culture of all nationalities i.e. Chinese New Year, International food tasting day, etc.	___	___	___	___	___
Assisting in the hiring of the kindergarten teacher by serving on an interviewing committee.	___	___	___	___	___
Participating in small group discussions with the children in the classroom.	___	___	___	___	___
Setting up interest centers in the classroom developed by the teacher - reading corner, art box, housekeeping, etc.	___	___	___	___	___
Attending Open-House to view the children's displayed work.	___	___	___	___	___
Serving on a committee to decide the length of the children's yearly program.	___	___	___	___	___

	Very Much	Much	Somewhat	Little	None
Responding to reports of pupil progress i.e. report cards.	___	___	___	___	___
Making puppets, materials and equipment for use in the kindergarten classroom.	___	___	___	___	___
Having special meetings at the school and/or having professional persons visit parents in their homes to better understand the growth and development of the child.	___	___	___	___	___
Making use of a Parents' Library which would contain child development books, curriculum guides, school textbooks, etc.	___	___	___	___	___
Typing and duplicating materials for the teacher.	___	___	___	___	___
Attending bake sales, concerts, and Award days.	___	___	___	___	___
Taking your child to places of interest (Museum, shopping center, etc. on weekends and holidays).	___	___	___	___	___
Receiving information regarding your child's progress directly from the teacher (telephone call, conference, etc.).	___	___	___	___	___
Talking, listening and reading to the child at home.	___	___	___	___	___
Serving on a phoning committee - arranging interviews, field trips, etc.	___	___	___	___	___

	Very Much	Much	Somewhat	Little	None
Teaching your child 'survival skills' at home - tying shoes, buttoning coat, crossing the street, etc.	___	___	___	___	___
Serving on a Parent-Advisory Committee, working in close liason with the teacher in developing, implementing and evaluating programs.	___	___	___	___	___
Attending Parent-Teacher conferences to cooperatively discuss child's strengths and weaknesses.	___	___	___	___	___
Filing and maintaining resource materials for the teacher.	___	___	___	___	___
Serving on a committee to revise operating kindergarten programs.	___	___	___	___	___
Preparing special materials to meet your child's needs by attending workshops in the school i.e. word games to develop reading readiness, etc.	___	___	___	___	___
Assisting the school in making decisions regarding the purchasing of materials and equipment (print and non-print).	___	___	___	___	___
Observing the kindergarten classroom in action.	___	___	___	___	___
Acting as a library aide.	___	___	___	___	___
Being involved in committees to bring about changes, to increase funding etc. which could benefit kindergartens throughout Alberta. 'Politicing'.	___	___	___	___	___

	Very Much	Much	Somewhat	Little	None
Telling stories to groups of children.	___	___	___	___	___
Talking about your occupation to the children either in the classroom or your place of employment (dads, moms, grandparents).	___	___	___	___	___
Looking through the child's work brought home from school.	___	___	___	___	___
Tutoring individual students with instructions from the teacher.	___	___	___	___	___
Salvaging stories and pictures from old textbooks, making word charts, posters and displays (at home or at school).	___	___	___	___	___
Assisting the school to raise funds by making donations of baking etc.	___	___	___	___	___
Assisting the teacher with supervision on field trips.	___	___	___	___	___
Demonstrating and/or teaching a special interest subject to a group of children in the classroom i.e. pet care, art, etc.	___	___	___	___	___
Serving on a committee to decide the kind of teacher and aide preferred by the community (listing qualifications but not hiring).	___	___	___	___	___
Inviting the class (or small group) to your home for a special demonstration i.e. bread baking, dog grooming, etc.	___	___	___	___	___
Reading and responding to school to home newsletters, bulletins, etc.	___	___	___	___	___

Other ways of involvement: Please list any other ways in which parents could be involved in kindergarten programs.

_____

_____

_____

_____

_____

_____

_____

_____

_____

The format of this questionnaire gives very little opportunity for you to express further ideas or clarify some of the ones you reacted to. Therefore, if you would like to discuss any part of this quesionnaire with the researcher, please give your name and telephone number and an interview will be arranged.

_____

_____

My sincere thanks to you for taking the time to respond.

The questionnaires for teachers and administrators followed the same format as the questionnaire for parents with the following exceptions:

Background information

Instructions for responding to actual involvement of parents and preferred involvement of parents.

Teachers:

1. Years of teaching experience, including this year -

___ 1-5 ___ 6-10 ___ 11-15 ___ 16-20 ___ 20+

2. Years of experience in kindergarten, including this year -

___ 1 ___ 2 ___ 3 ___ 4 ___ 5+

3. Number of years in the present school, including this year -

___ 1 ___ 2 ___ 3 ___ 4 ___ 5+

4. Number of students -

___ 1-10 ___ 11-15 ___ 16-20 ___ 21-25 ___ 26+

5. Degree of parental involvement this term -

___ Very much ___ Much ___ Somewhat ___ Little

___ None

6. Degree of parental involvement desired -

___ Very much ___ Much ___ Somewhat ___ Little

___ None

Administrators:

1. Years of teaching experience, including this year -

___ 1-5 ___ 6-10 ___ 11-15 ___ 16-20 ___ 20+

2. Years of administrative experience, including this year -

___ 1-3 ___ 4-6 ___ 7-9 ___ 10-12 ___ 12+

3. Number of years you have been in your present school, including this year -

___ 1 ___ 2 ___ 3 ___ 4 ___ 5+

4. Size of school - (Number of Classrooms)

___ 1-5 ___ 6-10 ___ 11-15 ___ 16-20 ___ 20+

5. Degree of parental involvement within the school -

___ Very much ___ Much ___ Somewhat ___ Little

___ None

6. Do you wish parents to be actively involved in kindergarten programs?

___ Very much ___ Much ___ Somewhat ___ Little

___ None

Actual Involvement

Teachers and Administrators: Please place a ✓ in the column which best indicates the way parents are actually involved in kindergarten programs this term.

Preferred Involvement

Teachers and Administrators: Please place a ✓ in the column which best indicates the way in which you would like parents to be involved in kindergarten programs.

APPENDIX B

RANKING OF SELECTED TASKS BY PARENTS, TEACHERS AND ADMINISTRATORS

RANKING OF SELECTED TASKS BY PARENTS, TEACHERS AND ADMINISTRATORS

		Actual			Preferred		
		Parents	Teachers	Administrators	Parents	Teachers	Administrators
1	Receiving informal home visits from the teacher initiated cooperatively by the parent and teacher and not necessarily to discuss the child's progress.	31	22	28	23	36	28
2	Serving on a committee to set up a kindergarten in your area.	19	3	2	27	20	12
3	Serving on a 'scrounging committee' - finding odds and ends i.e. telephones, store displays, etc.	21	11	11	24	7	15
4	Serving on an ethnic committee to assist the school in promoting the culture of all nationalities i.e. Chinese New Year, International food tasting day, etc.	35	28	31	28	19	25
5	Assisting in the hiring of the kindergarten teacher by serving on an interviewing committee.	33	15	17	32	29	31
6	Participating in small group discussions with the children in the classroom.	21	13	18	20	21	23
7	Setting up interest centers in the classroom developed by the teacher - reading corner art box, housekeeping, etc.	20	19	19	18	16	18

		Actual			Preferred		
		Parents	Teachers	Administrators	Parents	Teachers	Administrators
8	Attending Open-House to view the children's displayed work.	6	2	3	6	4	5
9	Serving on a committee to decide the length of the children's yearly program.	28	23	22	26	30	32
10	Responding to reports of pupil progress i.e. report cards.	9	5	5	8	7	8
11	Making puppets, materials and equipment for use in the kindergarten classroom.	15	9	13	16	5	13
12	Having special meetings at the school and/or having professional persons visit parents in their homes to better understand the growth and development of the child.	14	7	8	15	10	14
13	Making use of a Parents' Library which would contain child development books, curriculum guides, school textbooks, etc.	26	23	28	17	14	20
14	Typing and duplicating material for the teacher.	32	23	27	31	23	24
15	Attending bake sales, concerts, and Award days.	10	6	6	12	12	9
16	Taking your child to places of interest (Museum, shopping center, etc. on weekends and holidays).	4	8	15	5	3	4

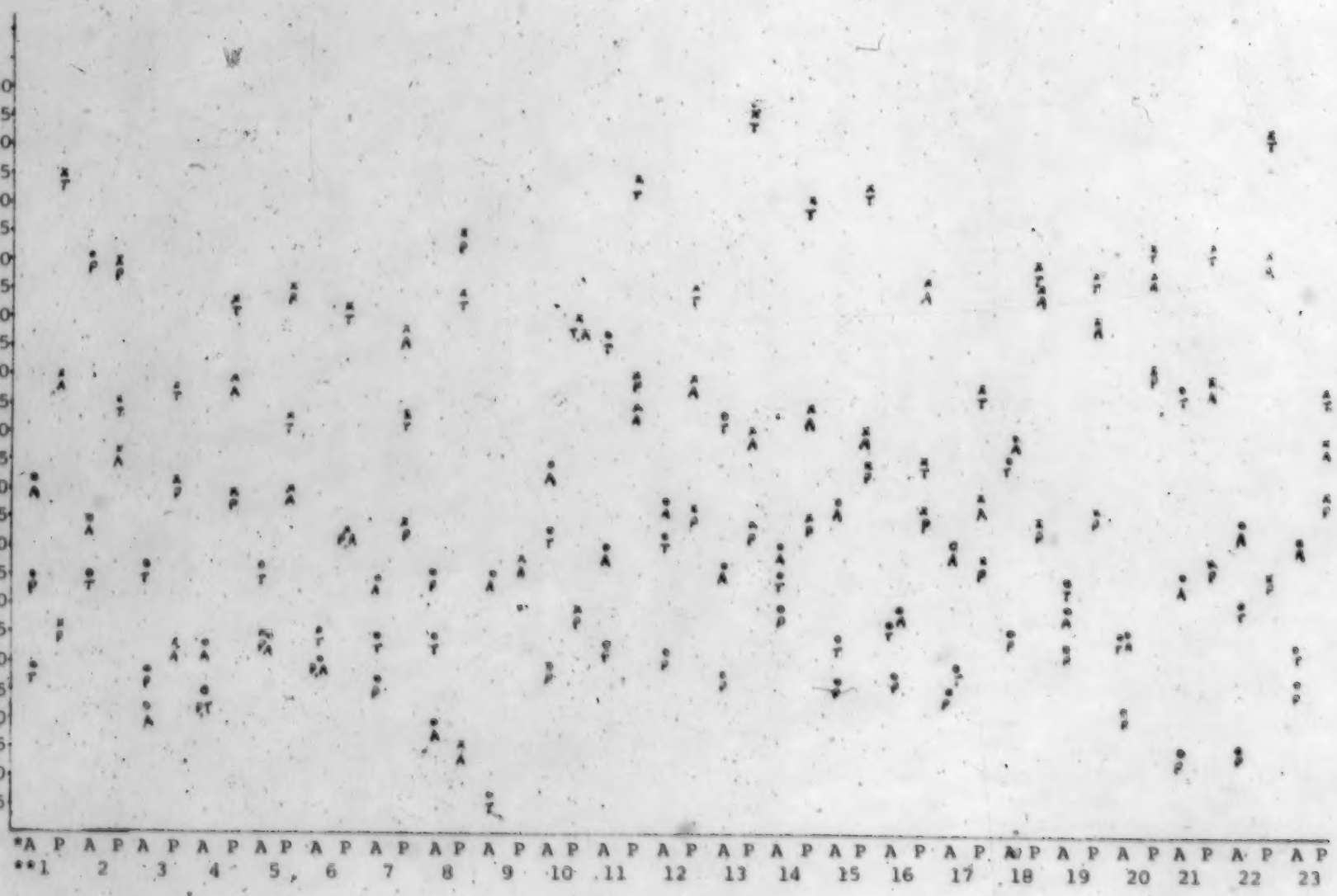
		Actual			Preferred		
		Parents	Teachers	Administrators	Parents	Teachers	Administrators
17	Receiving information regarding your child's progress directly from the teacher (telephone call, conference etc.).	8	3	4	4	3	6
18	Talking, listening and reading to the child at home.	3	12	16	3	1	1
19	Serving on a phoning committee - arranging interviews, field trips, etc.	16	4	7	19	2	10
20	Teaching your child 'survival skills' at home - tying shoes, buttoning coat, crossing the street, etc.	2	12	7	2	1	2
21	Serving on a Parent-Advisory Committe, working in close liason with the teacher in developing, implementing and evaluating program.	18	13	8	21	24	21
22	Attending Parent-Teacher conferences to cooperatively discuss child's strengths and weaknesses.	7	4	4	7	3	5
23	Filing and maintaining resource materials for the teacher.	24	26	25	25	22	22
24	Serving on a committee to revise operating kindergarten programs.	28	24	21	30	27	29

		Actual			Preferred		
		Parents	Teachers	Administrators	Parents	Teachers	Administrators
25	Preparing special materials to meet your child's needs by attending workshops in the school i.e. word games to develop reading readiness, etc.	17	18	19	16	9	13
26	Assisting the school in making decisions regarding the purchasing of materials and equipment (print and non print).	25	21	25	29	28	30
27	Observing the kindergarten classroom in action.	10	7	10	10	13	17
28	Acting as a library aide.	33	27	30	29	25	27
29	Being involved in committees to bring about changes, to increase funding etc. which would benefit kindergartens throughout Alberta 'Politicing'.	26	19	27	33	18	20
30	Telling stories to groups of children.	22	19	23	22	15	22
31	Talking about your occupation to the children either in the classroom or your place of employment (dads, moms, grandparents).	23	19	25	24	9	16
32	Looking through the child's work brought home from school.	1	10	9	1	1	3
33.	Tutoring individual students with instructions from the teacher.	29	16	26	21	18	26

		Actual			Preferred		
		Parents	Teachers	Administrators	Parents	Teachers	Administrators
34	Salvaging stories and pictures from old textbooks, making word charts, posters and displays (at home or at school).	13	18	20	14	8	16
35	Assisting the school to raise funds by making donations of baking etc.	12	14	12	13	11	11
36	Assisting the teacher with supervision on field trips.	11	1	1	11	2	2
37	Demonstrating and/or teaching a special interest subject to a group of children in the classroom i.e. pet care, art, etc.	30	17	23	21	6	6
38	Serving on a committee to decide the kind of teacher and aide preferred by the community (listing qualifications but not hiring).	27	20	24	26	23	29
39	Inviting the class (or small group) to your home for a special demonstration, i.e. bread baking, dog grooming, etc.	34	25	29	28	17	19
40	Reading and responding to school to home newsletters, bulletins, etc.	5	9	14	9	4	7

APPENDIX C

ACTUAL AND PREFERRED PARENT INVOLVEMENT RESPONSES BY PARENTS, TEACHERS AND ADMINISTRATORS OF EACH SCHOOL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*A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P A P
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* A - Actual involvement
P - Preferred involvement
**School
• Actual involvement
▲ Preferred involvement

ACTUAL AND PREFERRED PARENT INVOLVEMENT RESPONSES
BY PARENTS, TEACHERS AND ADMINISTRATORS
OF EACH SCHOOL

School	Parents		Teachers		Administrators	
	Actual	Pre-ferred	Actual	Pre-ferred	Actual	Pre-ferred
1	105	97	89	175	122	140
2	161	160	105	136	115	127
3	88	122	107	138	82	93
4	85	119	85	153	93	139
5	95	156	107	133	94	121
6	91	113	96	152	91	113
7	87	114	94	133	104	148
8	106	165	94	154	79	76
9	No Response		67	No Response	106	108
10	89	99	113	150	124	150
11	93	140	147	174	110	134
12	92	117	112	156	118	139
13	88	114	133	186	107	131
14	99	116	106	171	111	134
15	87	124	94	173	118	131
16	88	117	97	126	99	157
17	86	108	89	138	111	119
18	96	115	126	160	129	156
19	93	117	104	158	99	150
20	82	142	95	163	96	158
21	75	108	138	163	106	140
22	76	106	101	183	115	162
23	87	120	93	138	112	129